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ABSTRACT

This project, conducted in Ocean Township, New Jersey, was developed to promote career awareness for limited-English proficient (LEP) students. The project was designed to make LEP students in grades K-12 aware of the myriad of career possibilities that exist in the United States and of the possibility for persons of both sexes and various racial and cultural backgrounds to fill these jobs. Materials chosen for the program were nonsexist and multiracial. Meetings were held with parents, members of the community, and other educators to discuss the needs of students and the human resources that would be available to aid in the implementation of the program. Two types of pretests were administered. One test depicted 36 workers to be identified according to profession. The second test, based on the New Jersey Occupational Checklist, entailed having students indicate whether only a woman, only a man, or both could do the jobs specified. When the pretests were used as posttests, the gains were significant. Using filmstrips, cassettes, games, puzzles, workbooks, texts, puppets, and dittos, the students learned that many job opportunities exist and that interests and personal characteristics are as important as intelligence and educational background when considering personal goals. Field trips and guest speakers of various ethnic heritages and, at times, nontraditional sex roles aided in expanding horizons and in bringing the world-of-work closer to the students. (Author/KC)

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ED240347

Final Report
of
Career/Vocational Awareness for the Limited English Proficient

1982 - 83

Township of Ocean School District
163 Monmouth Road
Oakhurst, NJ 07755

(201) 531-6600

Project Directors

Suzan C. DiMattio
Susan Palaia

Teachers of English As a Second Language

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 133 of Public Law 94-482.

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The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Career/Vocational Awareness for the Limited English Proficient

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Township of Ocean School District

ADDRESS: 163 Monmouth Road
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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Project Objectives:

This project was designed to: (1) address the needs of students (K-12) whose limited English proficiency inhibits their ability and opportunities to explore the richness of career possibilities in the United States; (2) develop in these students not only an awareness of the myriad of job options but also an understanding of the interdependency of all workers; (3) provide the students with a basis for considering their biculturalism and bilingualism as assets, and (4) nurture the growth of positive self-concepts and a respect for all people's unique talents and interests.

Procedures:

Materials were reviewed for their appropriateness for the program. Of particular concern was that they be non-sexist and multiracial.

Meetings were held with parents, members of the community and other educators for the purpose of discussing the needs of the students and the human resources that would be available to aid in the implementation of the program.

Two types of pretests were administered. One text depicted thirty-six workers to be identified according to the profession. The second test, based on the N. J. Occupational Checklist, entailed having the students indicate whether only a woman, or only a man, or both could do the jobs specified by the directors. The pretests were used also as posttests, and in both cases, the gains were significant.

Utilizing filmstrips, cassettes, games, puzzles, workbooks, texts, puppets, and dittoes the students were discovering that there are many job opportunities and that interests and personal characteristics are as important as intelligence and educational background when considering future goals.

Field trips and guest speakers, whom the students interviewed and who represented various ethnic heritages and, at times, non-traditional sex roles, aided in expanding horizons and in bringing the world of work closer to the students reality.

Priorities Addressed:

Out of a general student population of 4154 in the district of Ocean Township, eighty-six are considered to be of limited English proficiency, making this the second largest Monmouth County school district in L.E.P. students. Twenty-one different languages are represented. There are currently 750 students in Monmouth County receiving ESL instruction and 35,700 in the state of New Jersey.

According to T.H. Bell in his recent report to the President and to Congress on the "Condition of Bilingual Education in the Nation - 1982", there are currently in the United States, 3.6 million school age children whose linguistic backgrounds are other than English, and this number is expected to increase by 40% by the year 2000, as the general school age population is projected to rise only 17%!

Students are not only limited in their English proficiency, but in their awareness of career opportunities in the United States and in their acquisition of career skills.

The purpose of this project was to promote career awareness for L.E.P. students while developing their English proficiency.

Contribution of the Project to Vocational Education:

The results of this project will provide ESL teachers with an important vehicle through which to facilitate the LEP students full participation in this society.

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Curriculum Development Project

"CAREER/VOCATIONAL AWARENESS FOR THE LIMITED ENGLISH PROFICIENT"

A. Introduction

1. Problem

The legislative goal of the 1975 Public School Education Act of New Jersey was to provide all students with the educational opportunity to function economically, politically and socially in a democratic society.

However, specialized programs are necessary for the non-English-language background population in the United States, which, according to the findings of a recent study of the National Center for Educational Statistics, has increased from 28 million persons in 1976 to 30 million in 1980 and is projected to rise to 34.7 million persons in 1990 and 39.5 million in the year 2000. Included in these statistics are 2.5 million limited English proficient students in 1976 and 3.4 million in 2000. (TESOL Newsletter, April 1982)

In the Township of Ocean School District located in Monmouth County, an increase in the limited English proficient students has also been found since the 1979 implementation of the English As A Second Language Program for 52 students until the May 1, 1983 census of 86 students having a background of 21 different languages.

TABLE I.
Township of Ocean School District
English As A Second Language Program

Grade	1979-80	Sept 1980	1980-81	Sept 1981	1981-82	Sept 1982	May 1983
K	4	8	9	13	16	13	14
1	8	3	5	13	16	12	14
2	1	2	3	5	5	14	15
3	3	5	8	4	7	5	7
4	1	4	6	5	8	6	6
5	4	1	2	9	9	8	8
6	4	5	8	1	3	9	7
7	6	6	7	6	7	1	2
8	7	1	1	5	5	6	7
9	1	2	3	0	0	1	3
10	5	1	1	2	2	0	0
11	7	3	3	0	0	1	3
12	1	3	3	1	1	1	1
Total	52	44	59	64	79	77	87

It was vital, that for these students, who are making major adjustments educationally, socially, economically, and politically, that a specialized career/vocational program be developed and implemented so that they are provided with a "thorough and efficient" education and are ultimately able to function in a democratic society.

This was especially true for those fifteen (15) students who were to be of intermediate school age (10-14 years old) during the 1982-83 school year. These LEP students, newly arrived in the United States, and of predominent backgrounds of the middle and far eastern countries, needed a career/vocational program which developed awareness of broad-based industrial American occupations. In addition, these students had to be acclimated to the suburban computer based Township of Ocean community and be exposed to a variety of formerly ESL role models by an instructor familiar with the students' needs and with the local community. To prove of benefit for these students, such a program was to become an integral part of their education prior to the high school years when the time for career/vocational decision making would be at hand.

Also, it was vital that a specialized program be developed for the LEP students at the Township of Ocean Intermediate School because these fifteen (15) students found it difficult to participate in the regular career/vocational awareness program for grades six through eight. While an extensive program is provided in these grades and includes a multi-media approach in grade six and a parent involvement program in grades seven and eight, the LEP students at first have limited involvement because of language barriers. Also, of the more than 2400 parents available for speaking in the program, only 3 were then of a LEP background!

The need for curriculum development of a career/vocational awareness program for limited English proficient students was therefore critical in the Township of Ocean School District.

2. Objectives

Upon the completion of the proposed project the Township of Ocean School District will provide the Division of Vocational Education and Career Preparation with the following:

A. A curriculum guide for the implementation of a "K-12 Career/Vocational Awareness Program for Limited English Proficient Students";

B. A resource guide including formerly limited English proficient role models from the Township of Ocean community and its surrounding environs and including detailed information of community field trip experiences;

C. Statistical evidence that a minimum of 90% of the approximately 79 L.E.P. students at their appropriate ability and interest levels will be able to identify workers and occupations typical in the United States utilizing a verbal teacher administered instrument;

D. Statistical evidence that a minimum of 90% of the approximately 79 L.E.P. students will have visited a minimum of four community businesses, industries and/or educational and political institutions; and

E. Statistical evidence that a minimum of 90% of the L.E.P. students as appropriate for their ability and grade level, will recognize traditional and non-traditional career options as measured by a verbal teacher administered instrument.

3. Definitions Of Terms Used

ESL (English as a Second Language) students - those students for whom English is not the native tongue and who are enrolled in classes that concentrate on teaching English language skills.

LEP (Limited English Proficiency) students - those students whose limited knowledge of English inhibits their participation in the society of the United States.

Non-traditional roles - those positions in society that have customarily been viewed as the domain of either a female or a male but not of both and are now being assumed by both sexes. Examples of people in non-traditional roles are male nurses and female firefighters.

4. Related Research

a. Restriction of Vocational Aspirations

It is interesting to note that, especially in its earliest stages, sex-role stereotyping appears to dictate the behavior of boys more that that of girls. Our particular culture tolerates "tomboys" but not "sissies."[1] Girls, also, perceive of boys in more traditional roles than they do of themselves. Both boys and girls will display male role stereotyping when asked to project into the future and select occupations for boys.[2] This does not negate the fact that young girls view their future possibilities as limited and constricting.[3] During Looft's investigation, second-grade girls named only eight different jobs as feasible for women.[4] It is significant that females' career choices, both projected and attained usually relate to the human services.[5] They seem to be making decisions based on society's assumption that women are best suited for field involving helping and altruism, i.e., teaching, nursing, social work, etc.[6] Those as young as six years old will type jobs according to their availability to males or to females (or to both) that match very closely to the Census statistics showing percentages of men and women in those specific occupations.[7]

When children do envision women in nontraditional jobs they tend to see them as less successful than men and as encountering many more barriers to success. At the same time, they consider a man to have no alternative but to work outside the home and to earn the money.[8]

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[1] Williams, op. cit., p. 641.

[2] Kathleen M. White and Patricia Lynn Quellette, "Occupational Preferences: Children's Projections for Self and Opposite Sex," *The Journal of Genetic Psychology*, CXXXVI (March, 1980), 41; see also Marcia Guttentag and Helen Bray, *Undoing Sex Stereotypes* (New York: McGraw-Hill Book Company, 1976), p. 300.

[3] Lynn B. Iglitzen, "A Child's Eye View of Sex Roles," *Today's Education*, LXI (December, 1972), 24.

[4] W.R. Looft, "Vocational Aspirations of Second-grade Girls," *Psychological* Reports, XXVIII (February, 1971), 242.

[5] Sanford M. Dornbusch, "Afterward," *The Development of Sex Differences*, ed/Eleanor E. Maccoby (Stanford: Stanford University Press, 1966) p. 215.

[6] Looft, loc. cit.

[7] C.S. Garrett, P.L. Ein, and L. Tremaine, "The Development of Gender Stereotyping of Adult Occupations in Elementary School Children," *Child Development*, XLVIII (June, 1977), 511.

[8] Guttentag, op. cit., p. 4

b. Negative Self-Images of Females

A pertinent study of kindergarten children caused the investigators to conclude that very young girls have not yet developed negative self-images as a result of sex-role stereotyping. On the contrary, they tended to place a higher value on the work of female adults than they did on the work of men.[9] One cannot infer, however, that at this age girls' self-concepts are healthy for Schlossberg and Goodman discovered that young children of both sexes felt that "women were considered unable to do men's work twice as often as men were considered unable to do women's work."[10] Lynch claims that of the girls and boys who aspirt to have a career, a much greater percentage of the girls have expressed the feeling that they will not be able to realize their goals.[11] It has also been reported that although young boys often rate their own sex as better, young girls usually do not judge themselves as superior, and the author draws an analogy between girls' attitudes and those frequently found among disadvantaged racial groups.[12]

c. In High School

By the time of secondary school IQ scores have become more reliable indicators of the achievement of boys than of girls, and it is hypothesized that as girls' knowledge of their expected sex-roles grows, their motivation to use all of their abilities diminishes.[13] Boys at this stage tend to have more realistic perceptions of their aptitudes, while girls consistently underrate themselves and often express a defeatist attitude toward new tasks. Locus of control is felt to be internal by males and external by females.[14]

It is also known that by high school age girls consider themselves inferior in mathematical skills, and this, too, becomes a self-fulfilling prophecy. Even college women who were academically as high as men persisted in viewing themselves as inferior to the males. The authors of this study assumed that:

> The factors producing the incorporation of the female stereotype along with its negative valuation into the self-concept of the females, then, must be enormously powerful.[15]

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[9] Mary B. Harris and Barbara J. Satter, "Sex-Role Stereotype of Kindergarten Children," The Journal of Genetic Psychology, CXXXVIII (March, 1981), 50.

[10] Nancy K. Schlossberg and Jane Goodman, "A Woman's Place: Children's Sex Stereotyping of Occupations," The Vocational Guidance Quarterly, XX (June, 1972), 268.

[11] Jerry Lynch, "Equal Opportunity or Lip Service? Sex-Role Stereotyping in Our Schools," Elementary School Journal, LXXVI (October, 1975), 23.

[12] Lawrence Kohlberg, "A Cognitive-Development Analysis," The Development of Sex Differences, ed. Eleanor E. Maccoby (Stanford: Stanford University Press, 1966), p. 120.

[13] Maccoby, loc. cit.

[14] Maccoby, op. cit., p. 32

[15] Paul Rosenkrantz and others, "Sex-Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, XXXII (June, 1982).

d. In Careers

Later investigations have exposed sex bias against women that results in their being assigned to fewer managerial positions than men, although their professional qualifications are equal.[16] Even in the sciences women are overlooked for higher positions despite having attained the post-doctorate degrees that allow men to advance.[17]

In many cases it is difficult to ascertain to what degree women's own self-images and concepts of roles have contributed to this type of decision-making on the parts of their superiors, for in an inquiry made into the career aspirations of military personnel, clear distinctions were found between the sexes, with women settling for lower goals than the men.

e. Cross-Cultural Studies

Cross-cultural investigations indicate that it is culture that has determined attitudes, and these attitudes, in turn, play the decisive role in the achievements of males and females.

Johnson made a strong case for the cultural determinism of reading acquisition with an examination of reading achievement among American, Canadian, English, and Nigerian girls and boys in grades two, four, and six. The telling discovery was that in those countries where boys were expected to excel in reading, the boys did indeed lead the girls. But here in the United States and in Canada, where it is anticipated that boys will lag behind in reading proficiency, reading scores are lower for boys.[18]

In a study of 110 cultures it was shown that the majority of societies schooled girls to be nurturing, obedient, and responsible, while boys were directed to be self-reliant and achievement oriented. Yet in a few cultures the roles were reversed,[19] while many more seemed not to differentiate between male and female roles.

Some countries such as Russia, China and Sweden give the appearance of having abolished sex-discrimination, yet, this, too, is deceiving. For example, in Russia the majority of doctors are female (four out of five), but four out of five in high medical positions are male,[20] and medicine is not considered a highly respected career.[21] In none of the above countries are women commonly found in prestigious positions, and their self-concepts appear to be no more positive than in the United States.[22]

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[16] Benson Rosen and Thomas H. Jerdee, "Effects of Applicants' Sex and Difficulty of Job on Evaluations of Candidates for Managerial Positions," Journal of Applied Psychology, LIX (August, 1974), 512.

[17] Barbara F. Reskin, "Sex Differences in Status Attainment in Science: The Case of the Postdoctoral Fellowship," American Sociological Review, XLL (August, 1976), 608.

[18] Dale D. Johnson, "Sex Differences in Reading Across Cultures," Reading Research Quarterly, IX (1973-1974) 67-86.

[19] Herbert Barry III, Margaret K. Bacon, and Irvin L. Child, "A Cross-Cultural Survey of Some Sex Differences in Socialization," Journal of Abnormal and Social Psychology, LV (November, 1957), 332.

[20] Dee G. Appley, "The Changing Place of Work for Women and Men," Beyond Sex Roles, ed. Alice G. Sargent (New York: West Publishing Company, 1977), p. 309.

Although there are considerable differences between the Anglo and Hispanic cultures, their attitudes toward sex roles are strikingly similar.[23]

The results of work done by Fennema and Sherman[24] support other data that put emphasis on socio-cultural factors influencing mathematics achievement scores more than on biological differences.

f. Altering Sex-Stereotypical Attitudes

There have been limited studies undertaken to determine the effects of programs designed to change sexist concepts. The research has brought to light some salient evidence that even very modest projects have succeeded in effecting some positive shifts away from constricting sex-role beliefs, especially among females.

A study in which it was hypothesized that there was a correlation between attitudes toward problem-solving and problem-solving performance showed that after relatively short discussion periods, during which attempts were made to modify negative attitudes toward problem-solving, women scored higher on the next test. Men's scores remained unchanged.[25]

Research has made it apparent that schools have the potential and the power to either frustrate each individual's striving toward self-fulfillment or to aid in its realization.

Using books with positive, non-traditional role models was effective in reducing sex-typing in four-and five-year olds for a limited amount of time. Films proved to have more enduring results.[26]

Three-and six-year-olds displayed more androgynous behaviors after exposure to carefully selected books and films. Without additional exposure, however, the children lapsed back into their former behaviors.[27]

Guttentag and Bray intervened in the developing sex-stereotyping of children in kindergarten, fifth and ninth grade. They state:

> Our intervention study was an attempt, not to obscure the differences between males and females, but to release

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[21] Dorothy McBride Kipnis, "Intelligence, Occupational Status, and Achievement Orientation," Exploring Sex Differences, eds. Barbara Lloyd and John Archer (London: Academic Press, 1976), p. 95.

[22] Betty Yorburg, Sexual Identity: Sex Roles and Social Change (New York: John Wiley and Sons, 1974), p. 96.

[23] Harris, loc. cit.

[24] Elizabeth Fennema and Julia Sherman, "Sex-Related Differences in Mathematics Achievement, Spatial Visualization and Affective Factors," American Educational Research Journal, XIV (Winter, 1977), 51-71.

[25] Gloria L. Carey, "Sex Differences in Problem-Solving Performance as a Function of Attitude Differences," The Journal of Abnormal and Social Psychology, LVI (March, 1958), 256-260.

[26] Flerx, op. cit., p. 1006.

[27] Joan E. Vaughn and Virginia Lee Fisher, "The Effect of Traditional and Cross-Sex Modeling on Children's Sex-Role Attitudes and Behaviors," The Journal of Psychology, CVII (March, 1981), 259.

> the developing child from those binds on abilities and aspirations that are the result of strict sex-role stereotyping.[28]

The result of this program, which was two years in the formation and six weeks in the implementation, was that all but the ninth grade boys displayed attitudinal changes. Conversely, the ninth grade boys became even more rigid in their definitions of sex-roles.[29]

g. Sex-Stereotyping in Relationship to the LEP Student

For most there is a sense of urgency that accompanies the commitment to changing sex-role stereotyping. It is clear that the social learning of sex-typing begins at an extremely early age. The earlier the child is made aware of all human options the sooner that child will be freed from the shackles that inhibit personal freedom of growth and expression. For the LEP child who very likely comes from a society that, like ours, puts sexist constraints on real individual development, there is now the additional burden of perhaps having lost the former working world role models. For example, the Russian child may have a mother who was a physician in the Soviet Union and, in this country, would have enjoyed relative esteem, yet this woman now is forced by circumstances beyond her control to do menial work. Regardless of the position held in the native country, newly arrived fathers often must accept any job that does not require English proficiency.

D'Andrade maintains that men in most societies are so rigidly bound to the traditional masculine sex-roles of having the dominance and the power that they are far less adaptable to change than are women.[30] Psychological distress can become acute when suddenly they find themselves in situations where even the child may be better able to function, as in the case of having to communicate in a new language. The children themselves may be emotionally traumatized by the changes in language, environment and, perhaps, the family hierarchy.

The ESL teacher is obligated to find the means to help restore feelings of pride and confidence in these students. Day suggests that a program of self and career awareness designed to evoke positive, realistic attitudes toward themselves and future goals is an ideal bridge to ease the transition from one culture to another.[31]

Note: The emphasis of the related research was "sex-role stereotyping" in careers and the importance of eliminating this for students of limited English proficiency. The research was completed by Project Director, Suzan DiMattio.

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[28] Marcia Guttentag and Helen Bray, Undoing Sex Stereotypes (New York: McGraw-Hill Book Company, 1976), p. 27.

[29] Ibid., p. 293.

[30] D'Andrade, op. cit., p. 200.

[31] Cathy Day, "Going Beyond Career Education," Tesol Newsletter, August, 1982, p. 15.

B. Body of Report

1. Procedures Used

a. Meetings conducted by Project Directors to formalize project activities:

.Vocational Education Council, August 4, 1982
.Director of Curriculum, August 6, 1982
.Director of Special Projects, August 8, 1982
.Building Principals, August 10, 1982
.Affirmative Action Council, September 20, 1982, September 25, 1982
(Project's objectives were presented and input from Council requested. A list of resource people was given by Council members.)
.Basic Skills/ESL Committee
(Four meetings in November, 1982)

b. Examination of available L.E.P. curriculum materials and resources at the Occupational Resource Center, Edison and at E.I.C. - Central, Princeton - September 1, 1982

c. Determination of L.E.P. career/vocational program. Course content to coordinate with regular instruction program and student ability. Completed December 22, 1982.

d. Compiling of "master file" of activities to correspond to program objectives. Completed January, 1983. Compiling of daily lesson plans from the "master file" of activities. Completed February 1983.

e. Examination/evaluation of available instructional supplies and materials for utilization in L.E.P. career/vocational curriculum. Completed November, 1983.

f. Ordering of instructional supplies and materials for possible inclusion in the unit. (Evaluation of materials.) Completed December 28, 1982.

Upon receipt of the materials they were evaluated, and those with blatant sexism were returned.

g. Developing/selecting evaluative materials for utilization with the L.E.P. career/vocational curriculum. Completed January 10, 1983.

h. Committee planning sessions to initiate and compile listings of guest speakers and community field experiences.

Speakers were especially sought after who were of a minority ethnic background, had been former (or were current) L.E.P. students, and who were in professions that were non-traditional for their gender.

Field trips were selected for their interest level, their typifying of American culture, and for the variety of occupations that could be observed.

i. Personal communications with prospective community resources, October, 1982 - May, 1983.

There were both parents and other members of the community who agreed to come to the schools to answer students' inquiries regarding their professions.

j. Pre-test instruments administered. January, 1983

k. Daily lesson plans utilized. January, 1983 - May, 1983.

l. Guest speakers and community resources called upon. March - May, 1983.

A Syrian Moslem female pediatrician agreed to be interviewed by the students. She came to two schools and geared her presentations to the maturity levels of the pupils at each school. Another guest speaker from a minority culture impressed upon the listeners the advantages of being bilingual in the field of psychology.

Many parents expressed a desire to accompany the students on field trips so that they too could learn more of the world of work in the United States.

m. Instructional materials were utilized and evaluated. January, 1983 - May, 1983.

n. Post-tests administered. May, 1983.

o. Program evaluated. June, 1983.

p. Project results disseminated. June, 1983 - June, 1984.

2. Pilot Project Notes/Pilot Materials

a. Note: It was decided that filmstrips, games and posters depicting people in pursuits not traditionally undertaken by those of the sex pictured would be a feasible and natural method of introducing the students to the concept that women and men no longer need be constrained by gender-role stereotyping. Care was taken to obtain both male and female-oriented materials.

In order to create an atmosphere in which the participants could freely observe and internalize, the investigators reasoned that any pre-activity discussion of sex bias should be avoided. Post activity inquiries were to be aimed at exploring the students' reactions, and questioning by the researchers was to be geared toward enabling the students to discover and clarify their own ideas and attitudes. Dittoes of game-type activities to reinforce what had been discussed were to be handed out as home assignments for those capable of doing independent work.

As children are more influenced by non-verbal behavior than they are by words, by what they can see than by what they only hear, it was deemed pedagogically sound to have the interference by the investigators kept to a minimum, with little or no extolling of the virtues of equal opportunity. It was supposed that the students would learn and absorb more by being afforded opportunities to discover for themselves, through these conscious-raising films and activities, that assumptions about professions being gender-specific are spurious. It was hypothesized also that the investigators would be uncontrolled intervening variables because of being female and having obviously selected the specific materials to be utilized. Any additional sway coming from the researchers would perhaps render the experiment invalid. Therefore, the researchers were to do little more than to keep the students on target, to lead the discussions, and to facilitate the evolving of new and logical outlooks and responses.

In addition to direct exposure to females and males following the dictates of their own interests and abilities, the students were to keep books to record their personal physical, mental and emotional make-ups. It was expected that these types of "books about me and my environment" would evoke in the students an awareness of their individualities, their independence, and their interdependence.

b. Pilot Project Materials

Care was taken not to make the program female-oriented, that is, to avoid displaying mostly females in non-traditional pursuits. The task was difficult because more jobs have customarily been options for men than for women. Therefore, it followed that the majority of people depicted in careers that were unusual for their sex would be, quite naturally, women. The researchers attempted to compensate for this imbalance by exposing the students to young people crossing sexist barriers and becoming involved in activities that had been considered inappropriate for their gender. As youngsters, both boys and girls are discouraged from participating in many different endeavors because of feminine or masculine connotations.

Pre and Post Tests (Appendix B)

The pre- and post-tests for the elementary level students consisted of two parts. The "Occupational Checklist" disseminated by the State of New Jersey Department of Education was adapted. This was utilized for the first part. The instructor read the list of occupations, and the students were asked to indicate on a ditto whether they considered that both a woman and a man could do each specific job, or only a woman, or only a man. Fifty occupations were named for those English proficient students in grades one through five. Those occupations not understood were to be left blank. Kindergarten pupils were given twenty-five careers. Students with very limited English skills were shown pictures of symbols representing ten well-known jobs. They marked their papers as described above. It was felt that all jobs presented should be considered feasible careers for either a male or a female. Therefore, percentages were calculated by dividing the number answered into the number of marks indicating both a female and a male. To minimize a possible practice effect, the pretest was collected, and no feedback was given to the children at this time.

In the second part of the elementary testing children were asked what they would like to be when they grew up. This probe would determine the number of students who were breaking with tradition by envisioning themselves in non-typical future pursuits.

The pre-tests served as indicators of the degree of sex-stereotyping already manifesting itself in students' attitudes. By utilizing the pretests as post-tests, modifications of these concepts of female and male roles in society could be measured.

A pre- and post test was also administered to the secondary students. The test consisted of thirty-four non-sexist pictures of persons in various basic careers. The students were asked to name each occupation as the picture was shown. The test results were recorded by the instructor on a checklist ditto. A check (v) was placed on the list by the corresponding name for the displayed picture if the answer was correct and a zero (o) was marked if the answer was incorrect.

The pre-test served as an indicator of the student's knowledge of the careers in our society. The same instrument was administered as a posttest and the results were compared to determine student progress in recognizing careers.

Audiovisual Filmstrips and Cassettes

Grades two through five. - - "Times Have Changed" and "I'm Glad To Be Me" were used from Girls and Boys--Men and Women (SVE, Chicago). Both girls and boys are shown participating in non-traditional activities. Although a male sings the background theme, this series is highly recommended.

"The World is Wide Open" and Boys and Girls Can Do Anything" were utilized from You Can Be Anything (Educational Enrichment Materials, Bedford Hills, N.Y.). Both boys and girls look forward to non-traditional careers in these filmstrips. A boy's voice is heard singing in the background, but, nevertheless, this series is also highly recommended.

Grades K through two and Beginning LEP students. - - "The Workers of Tum-Tum" "Building a New Clubhouse," were taken from The Lollipop Dragon World of Work Learning Module (SVE, Chicago), as was the "Community Mural." This series needs modifications. Too frequently there were illustrations of only females in non-traditional roles. In some instances there was blatant sexism. This had to be compensated for in the discussions that followed. As the young students were very enthusiastic about all that they saw here, it obviously could be an extremely effective teaching tool. However, it can now only be recommended with serious reservations.

Posters

All grade levels. - - Exploring Careers. Fifteen full-color study posters. Non-sexist. (The Instructor Publications, Inc., Dansville, N.Y.)

Occupational Photographs. Twenty black and white photographs of men and women performing the same jobs. The occupations included: plumber, carpenter, telephone linesperson, truck driver and so forth. (DLM, 7440 Natchez Ave., Niles, IL.)

Poster of astronauts and women and men training to be astronauts.

Poster of firefighters.

Various other posters depicting men and women in both traditional and non-traditional roles.

Activities

Flannel board. - - When I Grow Up, I Want to Be...Non-Sexist--Career Awareness. (Instructo, Paoli, PA.).

Community Careers for the Flannel Board. (Instructo, Paoli, PA).

Game. - - "People, Places and Things: Occupations." (Teaching Resources, N. Y. Times Co.).

Puppets. - - Interracial. Non-sex-role stereotyped. (Instructional Media Company, P.O. Box 205, North Plainfield, NJ).

The Career Game. - - (Rick Trow Productions, Willow Grove, PA). Used for Grade five students on at least an intermediate level of English proficiency. The students discover and investigate their own values, interests, and strengths.

Texts

For one kindergarten class, for all first and second grades, and for those with an extremely low level of English proficiency, a type of "book about me" was compiled by selecting pages from two books of Spirit Masters and making dittoes to be stapled together. The books utilized were:

Me, Myself and I (Educational Insights, Compton, CA),

All About Me (Educational Insights, Compton, CA).

Grades three through five used Career Awareness: Discussions and Activities to Promote Self Awareness by Shirley Williams and Robert Mitchell. (Creative Teaching Press, Inc., Monterey Park, CA).

Grades four and five also were given Popular Careers by Marilyn Funes, P.D. and Alan Lazarus, Ed.D. (Skyview Publishing, Bellmore, NY). This is a non-sexist workbook that introduces students to various careers while employing the Cloze Method to focus their attention on specific parts of speech. It is highly recommended.

Reproducible Pupil Activity Pages

Selections were taken from:

At Least A Thousand Things to Do: A Career Awareness Activity Book by Cherrie Farnette, Imogene Forte, and Barbara Loss. (Incentive Publications, Nashville, TN). Suitable for Grades three through five.

Career Capers by Mary Landis Maloney. (Teachers, Manhatten Beach, CA). For grades four and five.

Learning Units in Careers by Alice Jackson. (Instructo/McGraw Hill, Paoli, PA). For grades four and five.

Teacher Texts

Career: Suggested Activities to Motivate the Teaching of Career Education by Arlene Eddy and Vera Gierman. (Educational Services, Inc., Stevensville, MI).

Self Awareness/Career Awareness in Your Curriculum by S. Theodore Woal. (Instructo/McGraw Hill, Paoli, PA).

3. Findings

a. Elementary Level

Forty-eight students from three elementary schools were involved in this study. There were twenty-one females and twenty-seven males. Eight Kindergarten pupils, eight first graders, thirteen second graders, seven from third grade, five fourth graders and seven from fifth grade participated. Their cultural heritages and socioeconomic backgrounds were diverse. (The data in Table 2 give added information on each of the subjects.) The levels of English proficiency ranged from beginning to advanced.

These LEP students varied in the amount of social contact they had after school hours with English-speaking children. All were placed in regular classrooms and were taken out of this classroom from two to five times a week for half-hour sessions of ESL instruction. It did not appear that any one of these students had either a serious learning disability or an emotional disorder.

b. Secondary Level

Twenty-two students from the High School and Intermediate School were involved in this study. There were eleven females and eleven males. There were six sixth graders, two seventh graders, seven eighth graders, three from the ninth grade, three from the eleventh grade and one twelfth grader. They were from varied backgrounds and their English language proficiency ranged from beginning to advanced.

4. Interpretation of Findings

a. Elementary Level

The sample with the variables considered and the testing results are recorded in Table 2. Table 3 shows the results of the first section of the pre- and post-test according to gender and grade level.

At the onset of the program pre-test scores of the written section pointed to the fact that, as a group, both females and males felt that less than half of the professions listed were appropriate for men and woman alike. Females, in contrast to males, considered a wider range of jobs to be possibilities for either sex. A breakdown into grade levels also indicated that girls at each level were better able than boys to accept the notion of both women and men working at similar endeavors. Grade 5 students appeared to be the most liberal in their views, while first graders exhibited the most restrictive thinking. This held true throughout the entire experiment.

At the conclusion of the project, it was found that all students had increased their scores. The boys had gained thirty-one percentage points and the girls twenty-eight. The most dramatic increase was seen in the scores of the third grade boys (forty-three points). First grade girls gained nearly as many (forty-one points). The third graders in general exhibited the most significant improvement in their ability to envision both sexes in the various occupations. (See Table 3)

When initially questioned about their occupational aspirations only a few females and no males replied with non-typical answers. (See Table 2) Although there were more who chose less traditional careers at the end of the program, the number was not sufficient to warrent statistical significance. In addition, the responses to this career inquiry were viewed as having questionable validity due to the transitory nature of future professional goals at these stages of maturity.

Because of the small number of participants, it was not possible to correlate either sex-bias or the influence of the program with ethnic background, socioeconomic level, or the years spent in the United States.

b. Secondary Level

Table 3 shows the results of the secondary pre- and post-test according to gender and grade level. The pre-test scores indicated that the students recognized, on an average, over half of the thirty-four occupations. The student's level of proficiency was, of course, a decisive factor in the student's ability to recognize the careers.

At the end of the project, the post-test showed that all the students had increased their scores. The overall gain was 21%. The eighth grade females gained 27.3% which was the highest increase.

In general, the students at the conclusion of the project were able to recognize more professions and to associate these careers with their own career aspirations and with their place in the world of work.

TABLE 2

Student Sample and Test Results

I.D.	Sex	Grade	Years in U.S.A.	Ethnic Back-ground	Socio-Econ. Level	Occ. Mother	Occ. Father	Pre-Test %	Post-Test %	± %	Level Eng. Prof.	Career Goal January	Career Goal May
A	F	5	8	Israeli Chilean	Upper Middle	Home	Doctor	90	100	+10	INT	Pilot	Doctor
B	M	2	4	Russian	Middle	Home	Computer Programer	37	58	+21	INT	Construction Worker	Store Worker
C	F	2	2	Polish	Middle	Computer Programer	Computer Programer	60	86	+26	INT	Computer Programer	Computer Programer
D	M	K	5	Syrian	Middle	Doctor	Importer	25	64	+39	INT	Firefighter	Firefighter
E	M	1	6	Syrian	Middle	Doctor	Importer	26	44	+18	INT	Football Player	Artist
F	M	5	5	Chilean	Lower Middle	Home	Cook	42	64	+22	INT	Jockey	Horse Trainer
G	M	3	3 mos.	Portugeuse	Middle	Home	Engineer	20	80	+60	BEG	Doctor	Karate Teacher
H	M	K	5	German	Middle	Telephone Operator	Carpenter	44	84	+40	INT	Carptenter	Telephone Operator
I	M	5	7 mos.	Korean	Lower Middle	Factory Worker	Factory Worker	50	60	+10	BEG	Computer Worker	Doctor
J	M	2	7 mos.	Korean	Lower Middle	Home	Apartment Super.	40	70	+30	BEG	Computer Worker	Karate Teacher
K	F	4	7 mos.	Korean	Lower Middle	Home	Apartment Super.	50	90	+40	BEG	Musician	Nurse
L	F	3	8	Greek	Middle	Home	Construction Worker	40	50	+10	INT	Doctor	Doctor

TABLE 2

Student Sample and Test Results

I.D.	Sex	Grade	Years in U.S.A.	Ethnic Back-ground	Socio-Econ. Level	Occ. Mother	Occ. Father	Pre-Test %	Post-Test %	± %	Level Eng. Prof.	Career Goal January	Career Goal May
M	M	2	7	Greek	Middle	Home	Store Owner	21	69	+48	INT	Police Officer	Doctor
N	F	1	1	Korean	Middle	Home	Computer Analyst	17	50	+33	BEG	Teacher	Miss Universe
O	F	2	2	Korean	Middle	Housekeeper	——	49	85	+36	INT	Teacher	Teacher
P	M	2	7	Korean	Middle	Laundry Owner	Laundry Owner	76	100	+24	INT	Doctor	Doctor
Q	M	3	2½	Korean	Middle	Home	Engineer	38	70	+32	INT	Football Player	?
R	M	2	4	Asian Indian	Middle	Home	Engineer	24	52	+28	INT	Surgeon	Surgeon
S	F	1	6	Korean	Upper Middle	Cellist	Doctor	34	50	+16	INT	Doctor	Doctor
T	M	2	7	Chinese	Middle	Home	Engineer	35	42	+7	INT	Waiter	Waiter
U	M	1	6	Austrian Hungarian	Middle	Home	Engineer	15	52	+37	INT	Police Officer	Astronaut
V	F	K	5	Puerto Rican	Middle	Home	Painter	29	64	+35	INT	Smurfette	Teacher
W	F	4	9mos.	Russian	Lower Middle	Home	Unemployed	57	66	+9	BEG	Artist	Singer
X	F	2	2	Israeli	Middle	Store Owner	Store Owner	61	78	+17	INT	Teacher	Teacher

TABLE 2

Student Sample and Test Results

I.D.	Sex	Grade	Years in U.S.A.	Ethnic Back-ground	Socio-Econ. Level	Occ. Mother	Occ. Father	Pre-Test %	Post-Test %	± %	Level Eng. Prof.	Career Goal January	Career Goal May
Y	M	3	2	Israeli	Middle	Store Owner	Store Owner	34	78	+44	INT	Stunt Man	Soccer Player
Z	F	1	7	Costa Rican	Middle	Electronics Assembler	Engineer	58	88	+30	INT	Gymnast	Mountain Climber
a	M	K	5	Korean	Upper Middle	Home	?	60	83	+23	INT	CHIP's Officer	Police Officer
b	F	K	6	Greek	Middle	Home	Painter	77	84	+7	INT	Wonder Women	Nurse
c	M	2	5	Chilean	Middle	Nurse	Cook	50	82	+32	INT	Astronaut	Welder
d	F	5	7	Asian Indian	Middle	Home	Computer Analyst	84	100	+16	INT	Research Doctor	Lawyer
e	M	2	7	Greek	Middle	Home	Construction Worker	46	82	+36	INT	Police Officer	Body Builder
f	F	2	1	Israeli	Middle	Home	Manager Transit Co.	39	93	+54	BEG	Teacher	ESL Teacher
g	M	3	8	Bengali	Middle	Travel Agent	Engineer	14	42	+28	INT	Architect	Soccer Player
h	F	K	4	Puerto Rican	Middle	Babysitter	Makes Wallpaper	47	64	+17	INT	Nurse	Teacher
i	F	3	2½	Italian	Middle	Home	Cook	34	88	+54	INT	Teacher	Doctor
j	F	5	2½	Italian	Middle	Home	Cook	43	76	+33	INT	Soccer Player	Rodeo Rider
			25										26

TABLE 2

Student Sample and Test Results

I.D.	Sex	Grade	Years in U.S.A.	Ethnic Back-ground	Socio-Econ. Level	Occ. Mother	Occ. Father	Pre-Test %	Post-Test %	± %	Level Eng. Prof.	Career Goal January	Career Goal May
k	K	5	6	Asian Indian	Middle	Factory Worker	Engineer	46	54	+8	INT	Engineer	Engineer
l	F	1	6	Italian	Upper Middle	Home	Restaurant Owner	2	80	+78	INT	Nurse	Teacher
m	M	K	2	Japanese	Middle	Home	Computer Analyst	30	79	+49	BEG	Police Officer	Police Officer
n	F	K	4	Vietnamese Chinese	Middle	Student	Glass Factory Worker	58	64	+6	INT	Teacher	Teacher
o	F	4	4	Vietnamese Chinese	Middle	Student	Glass Factory Worker	44	50	+6	INT	Doctor	Doctor
p	M	3	2½	Chinese	Lower Middle	Home	Un-employed	43	98	+55	INT	Scientist	Scientist
q	M	4	7	Israeli	Middle	Secretary	----	34	54	+20	INT	Soccer Player	Scientist
r	F	1	6	Asian Indian	Middle	Nurse	Works out of home?	30	78	+48	INT	Nurse	Nurse
s	M	4	1½	Belgian	Middle	Home	Engineer	26	50	+24	INT	Jockey	?
t	M	5	2	Korean	Middle	Import Store	Import Store	42	84	+42	INT	Chemist	Chemist
u	M	2	7	Egyptian Jewish	Upper Middle	Computer Analyst	Computer Analyst	83	93	+10	INT	Police Officer	Soldier
v	M	1	6	Korean	Middle	Office Worker	Mechanic	28	39	+11	INT	Doctor	Doctor

TABLE 3

Occupational Checklist Test Results
According to Gender and Grade Level

Grade	Gender	Pre-test %	Post-test %	± %
K	F	52.7	73	+20.3
K	M	39.7	77.5	+37.8
K	F+M	46.3	75.3	+29
1	F	28	69.2	+41.2
1	M	23	45	+22
1	F+M	26	60.1	+34.1
2	F	52	85.5	+33.5
2	M	45.7	72	+26.3
2	F+M	47.8	76.2	+28.4
3	F	37	69	+32
3	M	29.8	73.6	+43.8
3	F+M	31.9	72.3	+40.4
4	F	50	68.7	+18.7
4	M	30	52	+22
4	F+M	42.2	62	+19.8
5	F	72	92	+20.5
5	M	45	65.5	+20.5
5	F+M	56.7	76.9	+20.2
K-5	F	47.8	76.2	+28.4
K-5	M	38.1	67.7	+29.6
K-5	F+M	42.3	71.4	+29.1

Grade	Gender	Pre-test %	Post-test %	± %
6	F	77.3	94	+16.7
6	M	46.1	66.5	+20.4
6	F+M	61.7	80.2	+18.5
7	F	-	-	-
7	M	57.3	80.5	+23.2
7	F+M	-	-	-
8	F	60.7	88	+27.3
8	M	52.1	72.6	+20.5
8	F+M	56.4	80.3	+23.9
9	F	64.7	83	+18.3
9	M	47	70	+23.5
9	F+M	55.8	76.5	+20.7
10	F	-	-	-
10	M	-	-	-
10	F+M	-	-	-
11	F	42	65.5	+16.6
11	M	-	-	-
11	F+M	-	-	-
12	F	67.6	91	+23.4
12	M	-	-	-
12	F+M	-	-	-

c. Observations

During the pre-testing and the post-testing the students appeared to work independently. They had been assured that they would not be graded on their answers. They gave no indication that the views of their peers influenced their own thinking or responses to the questions. When asked about vocational aspirations, some kindergarten girls confused fantasy with reality and stated goals such as becoming "Wonder Woman" or "Smurfette." None of the males did that. Some girls and boys expressed occupational aspirations that were probably unrealistically high in view of their interests and academic capabilities. One girl expressed a feeling of futility in aspiring to her chosen non-traditional profession.

Various comments were made at the times of testing. While the first part of the pre-test was being administered, many snickered at the idea that one job or another could be done by both sexes. This did not occur during the final testing. Each child was observed as being especially serious and thoughtful while taking the post-test. The concluding written test gave rise to remarks such as: "I never saw that on TV so a girl can't do that;" "I never saw it, but I think they both can do it;" "I'm sure they both could do that;" "Why did you have to say, 'President?' If you didn't, all the jobs would have been for both;" "My mother said I can be anything I want." At the end of this post-test a third grade boy remarked, "They both can do a lot of things, but boys are smarter."

A fifth-grade girl, when asked about her assigning particular professions to only men, answered, "I know a woman could do those things, but it just isn't right." This same youngster expressed a desire for a non-traditional role for herself as an adult.

5. Dissemination Activities Planned and/or Implemented (Appendix A and C)

Since its inception, this project has continually been brought to the attention of the public. Some of the means employed have been school newsletters, newspaper articles, a state convention workshop, meetings with community representatives, an Ethnic Heritage Night and maintaining close contact with other educators within the school system. ESL teachers from other districts have also contacted the Project Directors for information concerning the program.

Specific examples of publicity given the project are:

.Education News (District newsletter)
Winter, 1983
pp. 3-4 Vocational Education
p. 6 The ESL program at OTS
Spring, 1983
p. 4 Career Awareness Program
p. 9 Ethnic Heritage Night

This newsletter is distributed to: 10,200 residents of Ocean Township, all district staff members, and state educators.

.Atlanticville (A newspaper circulated in the Central Jersey shore area)
Three news articles appeared in this publication:
February 7, 1983 - p. 19
June 20, 1983 - p. 19
July 11, 1983 - p. 20

- **Daily Register** (Another shore area newspaper) A news article concerning the project was seen in the June 20th, 1983 edition on page B3.

- Ethnic Heritage Night held on May 2, 1983. Parents, relatives and friends of the students attended as well as teachers from neighboring districts. In all, over one hundred people participated. Puerto Rican and Colombian dancers and singers performed for the gathering. Parents brough foods typical of their native lands. The students had cut out the shapes of their bodies and had made collages by pasting pictures of things they especially liked onto the forms. These had then been hung all over the room where the activities were being held. The theme of the evening was, "All About Us." The project directors presented a slide show in which the students were shown involved in the many aspects of the project. The rationale for the program and the various facets of its implementation were explained to those in attendance. Some of the parents expressed an interest in taking a more active role in the development of the study.

- Workshop for the April 21st, 1983, Sixth Statewide Conference for Bilingual and ESL Educators Bilingual Education: Alliances for Continued Success. The presentation was entitled "Career Awareness for L.E.P. Students." The program was explained, a sample field trip was discussed, materials were displayed and handouts that could be used in nearly any ESL classroom were distributed.

The future plans for dissiminating the information include:

- A slide presentation (Appendix C) to be given to joint meetings of PTA Basic Skills Parent Advisory Council/ESL Parent Advisory Council at Ocean Township Elementary School, Wanamassa, Wayside and Ocean Township Intermediate Schools in the fall of 1983.
- A slide presentation for the faculty at all five schools during the 1983-84 school year.
- A slide presentation as part of the Ocean Township League of Women Voters' "Know Your Schools" program in November of 1983.
- A slide presentation for the Affirmative Action Committee in the fall of 1983.
- A presentation to the Vocational Education Council in the fall of 1983.

We shall also make ourselves available to other districts who wish to learn of our project.

6. Strategies/Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping

The entire project, Career Awareness for the Limited English Proficient, was planned and implemented so as to eliminate sex bias and sex role stereotyping.

Teaching techniques, instructional materials, guest speakers, field trip experiences and project testing were carefully scrutinized to promote the elimination of sex role stereotyping and sex bias.

C. Summary

1. Conclusions

It is the researchers' conclusion that LEP students have strong tendencies to sex-role stereotype. Yet, it was observed that even a limited program designed to counteract sex-biased assumptions can be a positive force in reshaping concepts and in initiating the formation of fresh outlooks on sex roles.

After participating in the project, all the students improved in their ability to envision others in non-typical professions. At the same time, there were few gains in their being able to apply these new perspectives to deliberations of their personal future goals. One might speculate that more time was needed for the students to process and internalize what had been observed and discussed in order to develop an awareness of the applicability to their own lives.

Perhaps because the issue of male and female roles in society evokes emotional as well as cognitive responses, many pupils were unable to make broad inferences from the experience. This failing was apparent in both the older and the younger students and among those considered very bright, those viewed as average, and those slightly below average in intelligence. A number of pupils reasoned that, although they had never seen one sex or the other perform a given job, there was no cause to infer that both could not do it. These children were also found among the fast, the average, and the slower learning groups.

It was discovered that the degree of sex bias manifesting itself both at the onset and at the conclusion of the program appeared to be more directly related to the age and gender of the student. Females' overall averages on the Occupational Checklist tests were significantly higher than those of the boys, and the girls were more inclined to regard less typical roles as viable career options for themselves. See Table 2. Both males and females on the fifth grade level exhibited the least bias. See Table 3. First grade students were found to be the most narrow in their perceptions of men's and women's abilities, although they did make substantial gains in broadening their horizons. The third graders appeared to be the most receptive to the experience. As a group, on the post-test, they scored forty points above the pre-test score. There was no correlation between the rate of growth and gender. The two sexes seemed to have been about equally influenced by the project.

It was apparent that there were outside forces contributing to the willingness or unwillingness of the students to accept that which had been focused upon during the experiment. In some cases it was made clear that the familial influence was a significant factor. One boy lived with a male guardian who would tell the child that, although it was possible for a woman to obtain certain jobs, men were smarter and performed better. Another child was heard to say during the post-testing, "My mother said I can be anything I want to be." Her score rose by seventy-eight percentage points. A fifth-grade girl, perhaps trying to reconcile her reason with her feelings, stated that, although she knew a woman could do more of the jobs than she had indicated, she felt it was "just not right." On the other hand, her younger sister was overheard saying again and again during the written post-test, "Sure a woman could do that." Her post-test score was high, and she showed far greater improvement than did her sister.

Another source of reference for the students was the media. Many children based their concepts of career possibilities for women or men on what they had or had not seen on television. Some of the very young even expressed a serious desire to grow up to be "Smurfette" or "Wonder Woman." It would seem that the media, especially television, have the power to shape youngsters' perceptions of reality.

Sexist or non-sexist opinions were not ostensibly influenced by peer pressure. The children drew conclusions that seemed to come from their own experiences rather than from the views of another in the group. This may have been due partially to the fact that individual thinking and expression are continually encouraged during all of the ESL lessons, and each child is positively reinforced for making unique contributions to class discussions.

Efforts had been made to keep the investigator from having too much overt influence in the formation of these new ideas. That the students did not evidence undue concern about "right" and "wrong" answers on the tests may have been a sign that the researcher's interference had been kept to a minimum.

It was further concluded that the use of Career Awareness Lessons was an excellent method for teaching English to L.E.P. students and for introducing them to their community. The project promoted parent and community involvement in the ESL program and it assisted ESL parents in learning about their new community by accompanying their children on class trips.

A wide variety of appropriate instructional materials was discovered for use with L.E.P. students.

However, the Directors also found many items which were inappropriate because of blatant sex bias or sex role stereotyping. The problems which these materials present are more pronounced with ESL students than with "regular" students involved in a career awareness program since the non-American backgrounds often have extremely sex role stereotyping and further, the children do not know enough English for the instructor to point out the sexism involved. Careful evaluation of instructional materials is urged for all educators when implementing a career awareness program for students of limited English proficiency.

2. Recommendations

Teaching to combat sex-stereotyping and to effect positive changes in attitudes and behavior is an ongoing task. It is the responsibility of the entire school system. One of the biggest hurdles in the effort to reduce sex bias is the task of discovering how it is perpetuated. Before any project can begin educators must examine their own views on sex roles. They have to learn to become sensitive to the ways in which they may unconscously be transmitting sexist signals to the students. They must understand that one needs to be continually on guard against unwittingly promoting sexism, for it is also a part of our own cultural heritage. As such, it is "natural" to encourage one type of behavior in girls and another in boys, yet it is this differential treatment of the sexes that has to be eliminated if boys and girls are to be allowed to strive to reach their individual potentials.

Those students who feel threatened by considerations of people in non-traditional roles need continued positive reinforcement of the fact that this is as it should be and beneficial to all. Frequent exposure to both women and men working in a variety of professions would aid in establishing patterns of thought that would include both sexes when considering any career options.

Parents should be made aware of a program intended to alter sexist concepts and asked to participate in any manner possible. The rationale for the project must be sensitively presented in order to avoid conflicts that would prove detrimental to the program and to the emotional growth of the child.

The LEP students need to be exposed to men and women from their environments who have opted for non-traditional careers. Equality of the sexes cannot be interpreted purely as an American phenomenon, but rather as a basic human requirement. Real life stories of the accomplishments of women and men from the native land would lend credibility to this viewpoint. Former LEP students who are now successful community figures could be extremely valuable resources. They could serve as role models and also, when needed, as intermediaries between teachers and parents.

Increased emphasis on the responsibilities of a homemaker might aid in dissuading pupils from conceiving of that career as something anyone can do. Children should become aware that many jobs look deceivingly simple until someone without the skills attempts them. The tale of the farmer and his wife who change jobs for a day graphically illustrates this point.

The effectiveness of role playing should be exploited by teachers. Younger students are intrigued by puppets and will often, through the puppets, communicate ideas that in other circumstances they would find too inhibiting to verbalize. Skits may be written and performed by older students for the purpose of presenting various points of view concerning interdependency and the deleterious effects of sex-role stereotyping. Students may even take turns at playing devil's advocate.

Boys, especially, appear to require more positive reinforcement that women entering the job market in fields that have customarily been male-dominated are neither less talented nor threatening to men's jobs. Male students as well as females must also be led to an understanding of the dignity of all work and that no profession is demeaning if the person enjoys it and does it well.

Judicious selection of non-sexist materials is advised, for many of these tend to be female-oriented. The use of many of that type could alienate the males.

Publishers must be informed that there is a market for non-sexist career awareness audio-visuals. The same companies that offer some fine self-awareness filmstrips, i.e., SVE and Educational Enrichment Materials, offer sex-biased filmstrips for presenting specific career information.

Discussions of differences between men and women is warranted and should focus on whether or not the differences justify restricting career aspirations.

Sexist remarks made by children need probing and examination to discover the validity or the false premise of the utterance. Children need to explore the reasons for sex-stereotypical assumptions and to develop an awareness that all stereotyping is based on prejudice and is harmful to a society.

LEP students' own roles should be more clearly delineated, with an emphasis on their importance to this culture and on the fact that as individuals they each possess unique talents that contribute to the vitality of the community. School guidance counselors need to be informed as to the job opportunities for those who are bilingual and to relate this information to the LEP student.

The task cannot be minimized, but the results could lead to new directions for ESL teachers in their search for ways to open the doors of this society to every newcomer.

Parent "back-up" is essential for any new knowledge and/or attitudes to be completely accepted and absorbed by the students. Parents must be guided into becoming more involved with school and community activities - to become more aware of their new society.

Parents should be encouraged to reinforce their children's new career vocabulary and concepts. When in the community, parents could point out different careers - explaining the jobs' duties and their importance to the society. The parents should also allow their children to consider and choose a profession in which s(he) is truly interested; not merely ones that the parents feel are appropriate.

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APPENDIX A

Dissemination Materials

Vocational Program Aides English Students

Mrs. Susan DiMattio and Miss Susan Palaia, teachers of English As A Second Language in the Township of Ocean School District, are currently preparing a curriculum guide for "Teaching Career Awareness to the Limited English Proficient". The project is sponsored by a grant from the New Jersey State Department of Education, Division of Vocational Education and Career Preparation.

The guide will include extensive teacher-directed and student initiated activities, daily lesson plans, evaluation of available instructional materials and an annotated bibliography for teachers including sources of information and supplies. In Addition, community resources such as possible field trips and guest speakers will be listed in the guide.

A pilot program in career awareness has also been initiated by Mrs. DiMattio and Miss Palaia so that the lessons and materials listed in the curriculum guide can be evaluated. The program is conducted in Ocean Township from kindergarten through grade twelve for the 80 students in the English As A Second Language Program.

Both Mrs. DiMattio and Miss Palaia are extremely enthused about the opportunity to prepare the curriculum guide and about starting the career awareness program. The guide is the first to be prepared in New Jersey to address the needs of an ESL Program which has students speaking twenty(20) different languages. Previous State-sponsored curriculum work was primarily addressed to students and teachers in Spanish-speaking bilingual programs.

The teachers feel that this is an excellent opportunity for their students to learn English while being introduced to the community through a series of field trips to local businesses.. In addition, the career program will also provide the children with the opportunity to meet guest speakers as "role models" who also had to learn English and are now involved in various careers in the community.

The grant project is supported by the Township of Ocean Vocational Education Advisory Council and the Affirmative Action Committee. Both groups are providing resources for the curriculum guide.

The career awareness pilot program will be evaluated for effectiveness in June and by August, the curriculum guide will be available to educators through the State Department's Curriculum Laboratory in Edison, New Jersey.

Photo by S. LaGLISE

Susan Palaia and Susan DiMattio prepare a curriculum guide to develop "Career Awareness for the Limited English Proficient" as part of a State Vocational Education Grant Project.

Both Ms. Palaia and Ms. DiMattio are teachers of English as a Second Language in the Township of Ocean School District.

Ethnic Heritages Honored In Ocean Township Festival

Over 100 students and parents from 21 different ethnic backgrounds shared an enjoyable evening recently at the Township of Ocean Intermediate School. An Ethnic Heritage Festival was conducted to honor the participants in the district's English As A Second Language Program.

ESL teachers Suzan DiMattio and Susan Palaia, both of Long Branch, introduced the Ocean students who in turn greeted the enthusiastic audience in their native languages. The teachers also showed slide photographs of the students at work in their classes. The unique district program "Career Awareness for ESL Students" was highlighted.

"Las Chicas," a talented group of students from the Long Branch School District, performed several song and dance routines for the audience. "Coqui," "Quiero Rock" and "La Chispa de la Vida" were audience favorites.

Ana and Victor Belen, a brother and sister duo performed a delightful interpretation of "Cumbia Sampuesana," a native dance from Colombia, South America. The Belens wore authentic costumes prepared by their mother.

Ocean Township students contributed the eye-catching decorations. Life-size figures illustrating student personalities covered the walls of the auditorium and introduced parents and guests to the program theme, "All About Me."

An international buffet was sampled by the students and their parents. The delicious recipes included treats from China, Korea, Russia, Japan, Spain, Cuba, Greece and the 14 other countries from which the Ocean Township ESL students come. Parents received a recipe book of international buffet dishes, so that they could set an "international table" at home!

The Ethnic Heritage Festival was a most successful event, and already plans are being prepared for next year's gathering.

"Las Chicas" a talented group of Long Branch students performed at the recent Ethnic Heritage Night in Ocean Township. (From left to right top row) Merari Maldonado, Emily Davila, Rosa Barrero.(Front row) Elana Maldonado, Lolita Medina.

Photo by S. LE GLISE

Ocean students go native

COLOMBIAN CULTURE — Ana and Victor Belen, brother and sister from Red Bank, pose in their native Colombian costumes at the recent Ethnic Heritage Night in Ocean Township.

OCEAN — More than 100 students and parents from 21 different ethnic backgrounds attended an Ethnic Heritage Festival in honor of the participants in the Ocean Township School district's "English as a second language" program.

ESL teachers Susan DiMattio and Susan Palaia, both of Long Branch, introduced the students, who in turn greeted the audience in their native languages. The teachers also showed slides of the students at work in their classes. The district program, "Career Awareness for ESL Students," was highlighted.

Ocean Township students contributed the decorations. Lifesize figures illustrating student personalities covered the walls of the auditorium and introduced parents and guests to the program theme, "All About Me."

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In addition an internatiolbuffet, featuring recipes from 21 different countries including China, Korea, Russia, Japan, Spain and Greece, was sampled by the students and their parents.

Dr. Hayat K. Hubbi (center) is assisted by her sons Basil (left) and Mark, in describing her pediatric career to the English As A Second Language students at the Wanamassa School in Ocean Township. Dr. Hubbi's presentation was part of a career awareness program for ESL children initiated by teachers Suzan DiMattio and Susan Palaia.

Photo by S. LE GLISE

Career Program Enjoyed By Ocean Township Students

The Ocean Township students who are participants in the district's English As A Second Language Program, are busy learning about careers while they learn English!

As part of a grant awarded to Ocean Township from the New Jersey State Department of Education, Division of Vocational Education and Career Preparation, 86 children who speak 21 different languages are studying career options.

Teachers Suzan DiMattio and Susan Palaia are introducing the students to a variety of careers and they are taking the kindergarten through twelfth grade students on a series of trips to area businesses and industries.

Enlisting the services of guest speakers makes the career studies exciting events.

A recent class visitor was Dr.Hayat K. Hubbi who was originally from Damascus, Syria. Dr. Hubbi, a pediatrician in Neptune, familiarized the children with the training and responsibilities of a physician. The students practiced their English skills by questioning Dr. Hubbi.

DiMattio and Palaia are also writing a curriculum guide for their career awareness project. The guide is the first in New Jersey to be prepared for ESL Teachers having students with a variety of language backgrounds. The materials will be available through the State Department's Vocational Curriculum Laboratory in Edison, New Jersey.

EDUCATION NEWS

TOWNSHIP OF OCEAN SCHOOL DISTRICT

WINTER 1983 VOLUME 2, ISSUE 1

Robert Mahon, Superintendent of Schools, assists representatives of the N.J. Dept. of Ed. in using the computer hardware in the district's new Computer Instruction Center.

Computer Center Opens At Intermediate School

In a joint effort by the Township of Ocean School District and the Branch of Basic Skills Improvement of the N.J. Dept. of Ed., a computer instruction center has been opened at the Intermediate School.

The Center houses 14 PET Microcomputers by Commodore as well as Commodore VIC-20 and Atari 800 computers. Other equipment includes tape cassettes, a dual disk drive, a printer, a 3' X 5' monitor and a voice synthesizer which enables the computer to "speak" after the proper programming. Many computer programs, known as "software," are available in the Center for preview and instructional use by students and educators.

The Computer Center will enable the district to provide extensive instruction not only to the students in the Basic Skills Program, Special Education Program and Enrichment Program but also to larger class-sized groups. In addition, curriculum is now being prepared for the implementation of a Computer Literacy Program for all seventh and eighth grade students.

In addition, in-service training of district faculty is being conducted in the Center at both the beginner and advanced levels of expertise.

The Center is also serving as a site for "outside" educators to come for computer orientation. Representatives from the N.J. Dept. of Ed. attended an "opening ceremony" of the Center in July, and received a brief course in computer literacy from district staff members Leona Burke Worth and John R. Best. In November, 45 Monmouth County Superintendents of Schools conducted their "Roundtable Meeting" in the facility when they not only received computer training, but were able to witness Intermediate School students "in action" writing their own programs. The Center has also been visited by teachers and administrators from Freehold, Lakewood, Oceanport, Middletown, Sayreville, and many other school districts throughout the state.

Steven Friedman Wins Science Award

Steven Friedman of Oakhurst, was named winner of the annual Bausch & Lomb Science Award at Ocean Township High School. The Award, a handsome bronze medal, is presented each year to winners at more than 8,600 participating schools throughout the United States and Canada.

"The Bausch & Lomb Science Award is especially significant," according to Gardner Attlee, High School Principal, "because it recognizes the senior student at our school who has attained the highest scholastic standing in science subjects."

As winner of the Award, Steven Friedman is eligible to compete for one of several four-year Bausch & Lomb Science Scholarships at the University of Rochester in Rochester, New York. Scholarship winners are selected on merit. Stipends, based on need, could range up to $6,500 per year. Surveys indicate that more than 30 percent of the winners follow scientific careers.

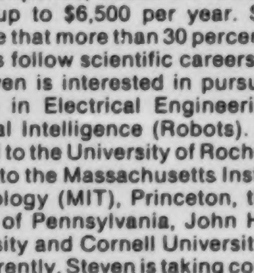
Steven is interested in pursuing his studies in Electrical Engineering and Artificial Intelligence (Robots). He has applied to the University of Rochester as well as to the Massachusetts Institute of Technology (MIT), Princeton, the University of Pennsylvania, John Hopkins University and Cornell University.

Currently, Steven is taking courses in Honors Physics, Russian IV, Advanced Placement English and BCA Calculus.

Steven's special interests are computer hardware and software, and he has even written programs for a local computer distributor.

Steven is a member of the high school math team (the M.O.T.H.S.), the National Honor Society, the Chess Club, the Computer Club and the Swimming Team. He competes in Shore Area Math League competition and in international computer contests.

Steven is truly an outstanding recipient of the Bausch & Lomb Science Award.



Steven Friedman receives the congratulations of Science teacher John Mechura upon receiving the 1982 Bausch & Lomb Science Award.

Secretary of State Jane Burgio and Monmouth County Commissioner of Elections Bruce Campbell help High School Senior, David Fornatero register to vote.

Secretary of State Addresses High School Students

Jane Burgio, the first woman to serve as Secretary of State in New Jersey, addressed members of the Junior and Senior classes at Ocean Township High School during the school's Voter Registration Day

As Secretary of State, Mrs. Burgio is Chairman of the New Jersey Voter Registration Advisory Council as well as the chief election officer of the State. A goal of the Secretary is to reach out to all New Jersey High Schools to expand voter registration and participation.

Secretary Burgio emphasized that . . . "just registering is not enough. It is the voting that is important." She told students that "If you don't vote, someone else controls you; someone else makes your decisions." Mrs. Burgio also pointed out that "Those voters in the 18-24 age group have the most to gain from the laws passed because they will be affected for the longest period of time." She stated that the 18-24 year old voter group is one of untapped influence on elections.

During Voter Registration Day at Ocean Township High School, students not only were able to meet and question Secretary of State Burgio, but also had the opportunity to listen to Bruce Campbell, the Monmouth County Commissioner of Elections. Voter registration, voter identification and absentee ballots were several of the topics which Mr. Campbell explained for students.

As a result of the Day, 152 students submitted their registration forms. In order to be eligible to vote, these students would become 18 years old on or before November 2, 1982.

Ocean Township High School voter registration is one of the three highest in Monmouth County.

Career Carnival Conducted

Margaret Grilli, Coordinator of Social Studies, K-6, prepares Taylor Cameron for his Career Carnival presentation. Taylor, a sixth grade student in Miss Grilli's homeroom, wishes to pursue a career as an archeologist.

"When I Grow Up" was the theme of the Career Carnival conducted by the sixth grade students and teachers of Team B at the Twp. of Ocean Intermediate School. Each student became an "expert" on a particular career which he or she researched as one phase of a six week Career Awareness Unit. At the Carnival, the students arranged displays showing the "tools of their trade" and dressed in the "uniform" of their profession. The children responded well to questions from visitors about their career.

The Career Awareness Unit will be studied by all sixth grade students by the end of the school year. Doing intensive library research, having quest speakers, and making field trips to area businesses, are several phases of the study during which students are introduced to a wide variety of career options.

The careers represented at the Carnival were extremely interesting! Michael Green hopes to be a laboratory technician; Annie Chen plans to be a dentist; and Glenn Abrams has mapped out a career as a chiropractor. Computer programmers and doctors seemed to be the most popular careers of the day.

Students had compiled a "Future Book" — the story of their own life at age 35! Their home, family, career, educational background and leisure activities were featured. The project necessitated a great deal of research and planning and was not only fascinating to read at the Career Carnival, but will also be interesting for the students to examine in later years!

The Career Carnival was an exciting activity and an excellent final project for a unit of study.

Inquiring Photographer

***Question:** What career do you plan to select when you have completed your education?*

Alyssa Soloman: "I plan to become a doctor and to specialize in Sports Medicine. I like working with people and being involved in sports. I am now competing on a junior league gymnastics team. I plan to attend Stanford University before going on to medical school."

Charles Geiger: "I would like to be an oceanographer because I like being around sea water and I like studying about sea animals. I have done some research about Belmont College which sounds good, but I will have to select from one of the schools which have oceanography courses."

Isis Draper: "I would like to be a computer programmer. My mother works with computers at Bell Labs and this influenced my decision. I plan to take many computer courses to learn all about them. I have selected Rutgers University to attend for my college education."

Vydas Matonis: "My selected career is that of thoracic surgeon. I am very interested in helping people and in seeing them recover. It is also a career which pays a good salary. I did research on a variety of surgeons and have decided to go to Harvard for my four years of college and to attend medical school at John Hopkins University. I will set up my practice in Colorado since I like living in a wooded area and I especially like to ski."

Cecilia Navas: "I want to show that women can obtain important jobs and do something for their country. Therefore, I plan to attend Harvard University and first become a lawyer. I plan to become a federal lawyer because I like being with people and I like helping them. I am also interested in government and plan to become a mayor, a governor and finally, President of the United States!"

David Hades: "I plan to be a carpenter because I like to build things and I enjoy working with my hands. I am most interested in building cabinets and houses. I have already started doing some carpentry work. I know a carpenter who did some renovations on my home and I have gotten some help from him."

What's New In Vocational Education

Fifteen Vocational Education Programs in Ocean Township are fortunate in receiving funding from the New Jersey State Department of Education in the form of grants for materials and equipment.

The *Introduction to Vocations Programs* are conducted in five special classes at the Intermediate School.

Chemistry, reading and mathematics are combined with team work to produce an exciting vocational education program for the students of Miss Helene Corea. The ten students have been learning to use a 35 millimeter camera and to develop their photographs in a darkroom. Under Miss Corea's instruction, students will be involved with the photography studies in order to familiarize them with the careers available in this field. Miss Corea's students also receive training in using typewriters throughout the school year in doing their spelling, language arts and other assignments. All equipment and darkroom supplies were purchased through grant funds.

Sudents in Mr. Joseph Petillo's classroom acquire work skills and attitudes which enable them to make a smooth transition from a classroom to a sheltered workshop program or to an appropriate vocational or apprenticeship training program.

The activities in Mr. Petillo's room provide individualized hands-on experience in small bench assembly projects, collating, filing, sorting, categorizing, assembling, stained glass ornament making, needle trades and homemaking skills. Students not only enjoy the program, but have developed a greater sense of worth and motivation.

Sixth, Seventh and Eighth grade students of Mrs. Bernadette DeMurley use career-oriented computer software purchased through grant funds. Computers are used each week by Mrs. DeMurley's students in practicing their basic skills of reading, math and language arts, and in learning practical "life skills" of reading maps, newspapers, menus and signs. Consumer skills are also coordinated with computer literacy to develop vocational skills in this exciting program!

Mrs. Lucille Severino and Mrs. Sheila Dunn use grant funds to purchase career materials which provide students with an overview of the fifteen career clusters and a wide variety of career options. Cassettes, filmstrips, books, workbooks, kits, calculators, adding machines and typewriters are used by the sixth, seventh and eighth grade students. Instruction is provided in "life skills" of banking, writing checks, reading menus and calculating sale prices. Guest speakers and field trips to local businesses contribute to the career awareness program.

Mr. Raymond Walsh's students are exploring careers by reading and doing research with kits, books and magazines and by becoming involved in a variety of leatherworking and woodworking projects. Students will learn skills by making a wallet and pen and pencil set in leather and by constructing a wooden curio shelf, carry-all, birdhouse and birdfeeder.

The 16 tables, machines and stools used by students in the high school mechanical drawing and drafting programs were all purchased with grant funds. These "Tech 90 Systems" enable the students to work with increased speed and accuracy. Teachers Gilbert Lloyd and Gary Bahr feel that the systems offer a career centered learning environment which stimulates student initiative and builds productive work habits.

A PET Microcomputer has become a new tool in the high school shop area. With the help of this product by Commodore as well as by using the usual Stanley and Black & Decker equipment, students will be able to develop their vocational basic skills to a finer degree. Sides of a wooden box will not fit together if a student doesn't measure properly. Practice at the computer with appropriate software should help to alleviate this problem.

Three computers used as word processors, a disk drive and a printer have been added to the equipment in the high school Business Education Department. The use of this equipment combines the skills of typing and machine transcription with the skills of language arts to develop a broader skill that leads to vocational competency in an area that is already in great demand by a cross-section of the business world. Students who plan to enter the fields of law, medicine and education as well as business, are taking the new word processing course under the direction of teacher Beverly Hyndsman. Department Supervisor, Charles Roberts and Cooperative Office Education Teacher, Arlene Broza have also been instrumental in course planning and implementation.

Three programs in the high school's Home Economics Department have been funded by grants for the purpose of acquiring supplies and equipment. "Independent Living" is a new course developed and taught by Mrs. Elizabeth Phipps which offers students practical instruction designed to help them to live on their own after graduation from high school or college. Preparing foods quickly, finding and decorating an apartment, finding a job, using financial resources wisely, developing an awareness of automotive needs and many other important topics are covered. Cooking equipment was purchased with grant funds as was a portable demonstration table.

"Interior Environments" is another course in which state funds provided supplies. Books and audio-visual materials will assist Mrs. Phipps in teaching the boys and girls to decorate a home, to develop consumer awareness and to become energy conscious.

The "Child Growth and Development Course" taught at the High School by Mrs. Annette Ostran will feature a practical "learning lab" this year. Following the acquisition of "textbook" information, high school students will have the opportunity to work with pre-school children for one hour three days a week for eight weeks. Pre-school games and activites were purchased with grant monies.

A summer work-study program was conducted at the High School to provide instruction and practical experience in food preparation and food serving. Funds for this project also enabled the students and their teacher, Mrs. Marianne Lettieri, to conduct a daily luncheon service for six weeks. Student wages were paid through C.E.T.A. funding.

In addition to the student programs, professional activities are also being conducted in Ocean Township this year as a result of grants being awarded by the Division of Vocational Eduction and Career Preparation. Mrs. Suzan DiMattio and Miss Susan Palaia are preparing a curriculum guide for teaching English skills through career awareness in our English As a Second Language Program. Charles Grippaldi, Affirmative Action Officer for the district, is preparing inservice staff training for April as a result of a grant award. Mr. Grippaldi is also compiling a resource guide of guest speakers for teachers and administrators.

What Is A "Learning Center"

One of the most recent additions to elementary classrooms throughout the Township of Ocean School District is a "learning center".

A learning center is an interesting and colorful display, poster, bulletin board or file folder which is based upon a skill which the students need to practice. For example, an eye-catching bulletin board entitled "Monster Madness" may be used by fourth grade students to reinforce skills in using the dictionary, in dividing words into syllables and in doing creative writing assignments.

Teachers at many grade levels introduce their students to a skill and then schedule their students for time at the learning centers throughout the classroom.

Practice in reading, language arts, social studies, science, math, writing and other subject areas can be acquired at a learning center. Some learning centers are "self-correcting" while others are teacher-corrected. However, all of the teachers maintain careful records of center use and student achievement.

Students work in some centers individually and at others in small groups. The key is that learning centers are fun and children look forward to practicing their skills by using them!

Joan Cooper and Carol Oppenheim, fourth grade teachers at Ocean Township Elementary School, are two of the teachers in Ocean Township who make and use learning centers. They were introduced to learning centers during a professional workshop in February of 1982, and since then they have each made 75-100 learning centers for use in their classrooms.

Teachers acquire new ideas from various commercial sources, from professional publications and from their fellow teachers. In fact, both Carol and Joan have now developed their own ideas and have had them featured in the September, 1982 issue of *The Mailbox*, an idea magazine for elementary teachers.

MONSTER MADNESS

Joan Cooper and Carol Oppenheim, teachers at the Ocean Township Elemenatary School, pose with a fourth grade learning center called "Monster Madness" at which their students will practice dictionary skills.

Local Students Compete In Special Olympics

The Wayside School banner is proudly carried by the students in the class of Miss Tricia Catalanello who compete in the Area Six and State Divisions of the International Special Olympics.

The eight children participate in a variety of events which are part of the program founded and sponsored by the Joseph P. Kennedy Jr. Foundation.

While all of the children participate in track and field events in divisions which are formed according to the age and ability of competitors, individual students enter the more specialized competitions depending upon their training. In fact, special training has enabled Stephanie Amato and Chris Wagner to be selected as alternates for the International Gymnastics and Soccer competition respectively, and Mac Breedlove has excelled in local equestrian events.

Preliminary competition begins for the Wayside Olympians on May 7th at the N.J. National Guard Training Center in Sea Girt. The Area Six competition includes running races, softball throw, standing broad jump, high jump and pentathlon. Last year, over 850 participants who ranged in age from 5 to 72 entered the competition. Wayside children captured 14 of the awards!

Those who qualify from the Area Meet will enter State competition on the Rutgers-Livingston Campus in June. Last year, Wayside was represented by Stacey Betesh, Stephanie Amato, Chris Wagner and Nicky Palantonio who each were awarded prizes for their winning performances.

This year, with the support of the children's parents, the class has been practicing bowling and will enter a local bowling event.

These students are eight of the more than 2,000,000 special children and adults who have entered Special Olympics competition since it was inititated in 1968. Special Olympics involves every state in the country and more than 42 countries around the world.

Our children have developed pride in their accomplishments and can state "I can do it!" They also proudly recite the Special Olympic Oath, "Let me win, but if I cannot win, let me be brave in the attempt."

WAYSIDE SCHOOL
OCEAN TWP.

Welcome to Our Media Center

The Littlest Witch

There is one location in each school building where Bobby can borrow a book on sailing, where Susie can listen to a teacher read a folk-tale, where David and Stacey can do research about careers, where Mrs. Robertson can coordinate her history lesson with instruction in using the Readers' Guide to Periodical Literature, and where any student or teacher can find both print and non-print materials to stimulate interest or improve classroom work. That one location is the Media Center.

The libraries throughout the Township of Ocean School District are extremely busy locations offering a wide variety of materials and services to students and faculty members. For this reason, these facilities are more appropriately called "Media Centers."

Library skills are taught to our students at all grade levels. Beginning in the elementary years, children learn how to find a book, how to tell the difference between fiction and nonfiction books, how to use a card catalog, how to refer to the Dewey Decimal (cataloguing) System and how to use the library for reference work. Library appreciation is introduced and storytelling is an integral part of the library program.

"Book exchanges" at the elementary schools encourage students to borrow books frequently and to return books promptly. Special library activities such as scavenger hunts and elections of favorite authors add to library enjoyment. The sale of materials from a "Bookmobile" once each year, encourages the thrill of book ownership.

Elementary school classes are scheduled for a "library period" each week at which time the group will listen to a story or participate in a library skill lesson. After each story or lesson, students may select their own books and then use the remainder of the time for silent reading.

At the Intermediate School, the sixth through eighth grade students are scheduled for weekly library attendance with their reading class. In addition, students may elect to come to the Media Center for reading or reasearch during a study hall or may come to the Center with a special assignment from a teacher.

Librarians at the Intermediate School build upon the skills which were taught at the elementary level by introducing the students to more advanced materials. Classroom teachers work with the librarians so that these "media specialists" are kept informed of the content being covered. With this information, the librarians can plan lessons which incorporate the teaching of a particular skill with the current subject. Students learn how to find a biography in the Media Center when their English assignment involves the use of one. Learning to use the card catalog is a practical experience when students are doing research about a particular history topic.

One section of the Intermediate School "Instructional Media Center" houses a wide array of career awareness materials which are both print and non-print. Books, magazines, filmstrips, kits, tapes and reference guides are used by over 350 sixth grade students each year throughout their six-week Career Unit. Students become aware of many different careers and learn how to research a particular career by using these materials under the direction of their classroom teachers and the librarians.

At the High School, library skills are further refined by the instruction and research which is on-going in the library. All ninth grade students receive an "orientation" to the facility. They become acquainted with the available materials and the library procedures.

Instruction takes place in conjunction with a classroom assignment. Use of the Readers' Guide to Periodical Literature, the New York Times Index, the card catalog, microfilm and other resources is reviewed and reinforced at the High School. Librarians assist students in refining research topics and in compiling the reference materials to knowledgably do this research.

It is a fact that students do avail themselves of the High School library resources regularly. Each day, approximately 175 to 200 students use the library. In October the library circulation count numbered 3620 students who used the facility.

Media Centers are also the location for audio-visual equipment in Ocean Township. Teachers may borrow filmstrip projectors, cassette players, overhead projectors, movie projectors and other equipment as well as the transparencies, movies, and filmstrips themselves.

There is close cooperation in Ocean Township between the school and public librarians in sharing both expertise and resources. Highlighting National Library Week in our schools are visits by Township librarians.

In describing library services, special tribute must be paid to the 75-100 volunteers who assist district librarians each week. Signing out books and organizing materials are but two of the many services provided by these dedicated individuals.

So whether it's providing services to the students or professional staff, the "media center" is a pretty special place to be in the Ocean Township School District.

ONE
BIG
WISH

During kindergarten "workshop" time, students paint and paste and color. They examine plant and animal life with a magnifying glass and they try on hats of various professions. Students sometimes work alone, and at other times they work with a friend, a small group or their teacher. It is a time for sharing, for doing and for learning.

When fifth grade students in Marilyn Abramson's class study "Bones" in science, they form groups to prepare life-sized drawings of a human skeleton!

Ocean Township Elementary School

Betsy Ross, Ben Franklin, Annie Oakley, Eleanor Roosevelt and a host of famous Americans visited a fourth grade class recently. The assignment of reading a biography came alive when students told the story of "their" lives and dressed in an appropriate costume. Reading, writing, and public speaking were a few of the skills each child learned.

J. Anthony Covino, Principal of Ocean Township Elementary School for 24 years recently retired after 30 years of outstanding educational leadership in our district. Barbara M. Villapiano, who previously served as Assistant Principal to Mr. Covino, is now the Principal of the school.

Happy 25t
Ocean Twp. Ele

On January 6, 1958, the Ocean Township Elementary School on Dow Avenue in Oakhurst opened its doors. All desks and supplies were ready for the 786 students of grades 5-8 who reported first to the Wanamassa and Oakhurst Schools and then moved their books, to the new Ocean Township School, (in shopping bags.)

The building was officially dedicated on January 26, 1958, although it wasn't until February 17th that the teachers' desks arrived! Edward B. German was Superintendent of Schools, Sidney Leichter was Board President, James Garrity was Mayor of Ocean Township and Mrs. Raymond Ewing was P.T.A. President at the time of the dedication.

According to J. Anthony Covino, school principal for 24 years, the $1,125,000 building has 24 miles of wire, 1300 outlet boxes, 1400 fluorescent lamps, 8500 pounds of nails, 1,150,000 pounds of sand, 1,000,000 pounds of gravel, 193,500 bricks, which if laid end to end would total 23 miles, and 72,755 cement blocks! The flag flown in the school was flown over the Capitol Building in Washington, D.C.

It has been estimated that over 1,000,000 meals have been served in its cafeteria. A typical 1959 menu was: Hamburger on a bun, green beans, peaches and milk — cost 25¢.

In 1958 the total audio-visual aid inventory consisted of 1 tape recorder, 1 movie projector and 1 opaque projector.

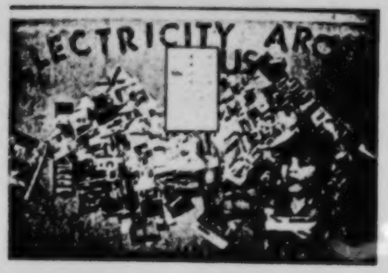
Classes at the new school included eight fifth grades, six sixth grades, six seventh grades, six eighth grades and "special" subject areas of music, industrial arts, physical education and remedial reading.

Prior to the opening of this 30 classroom facility, the first, second and fourth grades were on split session in the

The Jersey Devil is alive and well at OTES. Fourth grade students proudly display the certificates and "T" shirts which they received for winning the N.J. Devil Competition. Students could enter contest categories by doing research, creative writing, art projects or journalistic writing. Preparing a Jersey Devil costume for the school's Halloween Parade was a final category. The competition is part of the N.J. Studies Unit covered by the fourth grade.

Korean, Chinese, Vietnamese, Italian, Russian and Spanish are several of the languages spoken by 27 children enrolled in the school's English As A Second Language Program. Teachers Suzan DiMattio and Susan Palaia introduce these children to English by using a variety of equipment and materials.

To celebrate Thanksgiving, Carole White's first class re-enacted "The First Thanksgiving", a short play which explained what took place at the first Thanksgiving feast. The children appeared as Pilgrims, Indians and even a "live" turkey in costumes which they had made. A "feast" of homemade apple juice, applesauce and cornbread followed the enjoyable performance.



Fifth grade students get involved in science by planning and building their own projects during the study of electricity. Boats, flashlights, game boards, street lights and even a nerve tester were constructed by the students in Eleanor Hamer's class. One of the most important outgrowths of this activity was the team work and cooperation shown by the students.

Happiness is working in a learning center! Students practice reading, math, social studies, science and language arts skills with colorful materials which their teachers have prepared for them.

Birthday
nentary School

Oakhurst and Wanamassa Schools. The kindergarten from Wanamassa School was being housed at Town Hall. The first grades from the Oakhurst School were being housed at the Fellowship Hall in Oakhurst. Cafeterias in both the Wanamassa and Oakhurst buildings were closed and used for classrooms.

Currently, the faculty consists of 26 classroom teachers as well as instructors in "special areas" of art, English As A Second Language, Gifted and Talented Education, health, music, physical education, remedial reading, speech, Basic Skills, and special education programs. A full time nurse and librarian are part of the faculty. Four of these teachers, Janet Haberl, Harriet Harber, Maureen McCarthy and Andrea Taylor, were graduates of the Ocean Township Elementary School!

The student body numbers 588 children.

On January 6, 1983 the Ocean Township School celebrated its 25th Anniversary under the principalship of Barbara M. Villapiano. The passing years have seen the establishment of such traditions as a school library, the P.T.A. newsletter, the P.T.A. Scholarship Fund, parent conferences, the Extra Step Award and the School Song! Senior Citizen programs and participation in community parades have been conducted. The grade levels have changed from the original 5-8 to 5-6 to the present kindergarten through fifth grades. Curriculum has expanded and microcomputers are utilized, but the 3 R's are still emphasized and the development of positive student attitudes is paramount.

HAPPY 25th BIRTHDAY OCEAN TOWNSHIP ELEMENTARY SCHOOL!

A variety of instructional materials and equipment is used throughout the elementary grades. The "Orthographics" Program with a "talking [illegible] students, is used in the teaching of reading.

The Basic Skills Program which provides supplemental instruction in mathematics, reading and language arts, features the utilization of a variety of instructional materials. The classroom "PET" in this program is a microcomputer manufactured by Commodore on which students can practice the skills they need to learn.

"The Developmental and Adaptive" Physical Education Program which is conducted at Ocean Township Elementary School by Fred West involves screening the motor skills of all students. For those children in need of special help, an individualized physical education program is planned. This program, which was developed in Ocean Township, has been introduced into 37 states and is now being adopted in several countries outside the borders of the U.S. It is known as Project ACTIVE and it is directed by Dr. Thomas Vodola.

Economics Education in second grade? Students in Carolyn Gravatt's class have done market research, selected an appropriate product to manufacture — an OTS pennant, formed an assembly line, prepared advertising and performed "commercials" for the student body. The result of pennant sales will be a gift for the Ocean Township Elementary School's 25th birthday and a great deal of sound business know-how for the class.

Art and Artistry in Ocean Township

"If it's worth doing . . . It's worth doing well!" states the bulletin board in the art classroom at the Wayside School. And, the multi-media art program conducted from kindergarten through grade twelve in Ocean Township is certainly done well.

Students of all grade levels are introduced to a variety of art forms. This enables students to experience many ways of expressing themselves and to appreciate these forms. Weaving, print making, painting, drawing, sculpture and clay work are a few of the artistic media which may be undertaken at any grade level, *but* skill emphasis and materials will certainly vary.

The art program throughout the district also emphasizes sequential skill development from an introduction at the elementary level to refinement during the high school courses.

Elementary school students at the Wanamassa, Wayside and Ocean Township Elementary Schools are introduced to one, two and three dimensional art forms. The use of colored tape as well as the use of crayons, water color and tempera are introduced. Clay is used to make pinch pots, texture tiles and coil work at different grade levels. Students undertake print making with styrofoam and other materials and may make their own stationery. Paris Craft is a popular material for making puppets and casting body parts (this material is the same as that which is used by doctors in setting a broken leg!) Sculptures are also done with wood, boxes, plasticine, styrofoam and stuffed paper!

Weaving is an art form which begins with kindergarten and first grade children using paper strips and later involves the use of yarn and looms.

The understanding of line, color, shape and texture in art is also introduced during the elementary grades using a variety of materials and art forms. With so many projects to choose from, projects may vary from school-to-school and year-to-year but the skills which are taught are the same.

Career awareness is part of the curriculum beginning at the elementary grades so that students begin to recognize careers in the field of art.

Art appreciation is also a primary goal of the instructors. Students "meet" artists by seeing displays of the work of professional artists and often by trying projects in the style of an artist.

At the Intermediate School, refinement of art skills is continued with more precise and difficult cutting, coloring, painting, construction and composition work. The art program is also tied with the sixth, seventh and eighth grade subject matter so as to extend the knowledge and awareness of the students.

Creativity and ingenuity are stressed when students undertake projects in clay and papier mache. It is not enough for a student to make an animal or person, but the class must select a topic and each student then contributes a character toward the final display. A papier mache Ringling Brothers Circus was one of these outstanding sixth grade projects!

Intermediate students also try their hand at making puppets, murals and ceramic pieces. Work with "mixed-media" is one of the class activities and another is calligraphy. Advanced skills in drawing, water color technique and sculpture are introduced as is career planning. A variety of tools are also utilized by the end of the eighth grade year.

High School art courses include "Ceramics and Jewelry" which provides students with nine weeks of instruction in a variety of clay-working techniques and nine weeks of skill development with metals in making bracelets, rings and belt buckles.

Sculpture skills are refined through the use of clay, papier mache and other materials. A recent "problem" presented to students was to create a sculpture with two cardboard cylinders and two cones. Results of this project were well designed and extremely creative.

Use of textiles in weaving, hooking of rugs and macrame is another artistic area which may be pursued by students. Print making, drawing and painting classes are also offered. Design class includes work in both two and three dimensions and features skill development in the areas of composition, balance and repetition.

A photography class enables students to not only acquire skill in taking pictures, but in using a darkroom to develop their work.

Students who are pursuing an art career usually take a "Portfolio" class which gives them the opportunity to collect and mount their work and to continue developing their artistic technique.

From kindergarten through grade twelve, Ocean Township students are involved in a well-rounded art program!

Johnnie and Joanna Can Read

(Second in a Three-Part Series)

Reading, 'riting and 'rithmetic are no onger "taught to the tune of a hickory stick", but the success of teaching the 3 R's in Ocean Township is better than ever!

Results of New Jersey Minimum Basic Skills Testing show that passing scores were obtained by 98% of the approximately 1400 students taking the 1982 test. In fact 100% of the third grade students in our district scored above the state proficiency level! Also, gains of 20 national percentage points have been found on the Iowa Test of Basic Skills at the fifth and sixth grade levels in the past six years.

The statistics could continue, but they all point to one fact: The Johnnies and Joannas in Ocean Township are reading well.

The success of the reading program is attributed to a variety of reasons.

The district has a sequential curriculum of reading skills and activities. From the first introduction of letters and sounds to the development of vocabulary, and reading comprehension, to the reading of world literature, students progress through the reading program in a continuous, well-ordered series of steps.

Reading skills are improved when a great deal of time is spent on reading instruction. Over 700 minutes of weekly reading and language arts instruction is provided in kindergarten through grade four. Double periods of reading and language arts continue through grade eight.

At the High School, four years of English are required for graduation. These courses provide extensive reading of literature. Additional reading courses may also be "elected". In "Vocabulary, Composition and Personalized Reading", high school students do extensive vocabulary work, written composition and directed reading activities.

The teaching of Reading is a multimedia approach. The "Open Court" Program is used in the primary grades incorporating sounds with sight words, and writing with reading. However, since all children do not learn to read in precisely the same way, alternative books and materials are used. Throughout the third through twelfth grades a variety of textbooks are used for reading, English and literature, and are carefully piloted and selected according to the needs and interests of the students as well as the skills found in the curriculum.

The reading of "novels" at each grade level, starting in the elementary classes, enables students to meet a variety of styles. Workbooks, filmstrips, movies, kits, microcomputers and newspapers are a few of the additional materials which enrich the reading curriculum while emphasizing the basic skills.

Support services are provided to students throughout the district who need extra reading help. The Basic Skills Improvement Program enables students in kindergarten through grade twelve to receive supplemental instruction geared to improving individual reading needs.

In the "Intensified Reading Center" at the Intermediate School, students of all ability levels may volunteer to add this class to their schedule. Through a careful diagnosis of student strengths and weaknesses, followed by the development of an individualized reading program, all students can improve their reading skills.

High School students may "elect" a new course entitled "Developmental Reading" in which they have the opportunity to increase reading rate, improve comprehension, develop vocabulary and prepare for taking the Scholastic Aptitude Test (College Boards).

Reading enrichment is provided with programs such as "Great Books" at the elementary level in which critical reading skills are developed. Advanced readers at the high school level study the work of Nobel Prize winners.

Reading skills are integrated throughout the curriculum. Reading skills are not taught in isolation in a successful reading program. Vocabulary, comprehension, critical thinking and other basic reading skills are also stressed in the content areas of math, science and social studies. The close cooperation of the Supervisors and Coordinators who lead curriculum development, and in-service training of staff members insures the integration of reading skills into all subject areas. In addition, reading is closely linked with writing throughout the grade levels beginning with the kindergarten and first grade years.

Reading is fun. When a wide range of reading materials and activities are selected which appeal to student interests as well as to their needs, reading becomes an enjoyable experience. It's a fact that when students have one pleasurable reading experience, they'll be back for more!

Can Johnnie and Joanna read? Students and educators in Ocean Township state "YES"!

New Faces in The District

Take this opportunity to meet the new Township of Ocean faculty members!

Raymond Elms, an instructor of Special Education at Ocean Township High School, was a graduate of Manhattan College and has taken graduate courses at Georgian Court College in Lakewood. Ray is vitally interested in working with students, especially in sports. He has coached basketball, softball and swimming. Ray has had previous teaching experience at the Rugby School in Wall Township and in the Neptune School District.

Barbara Errico, a resident of Oakhurst, is a fourth grade teacher at Ocean Township Elementary School. Barbara graduated from Kean College and has had previous fourth grade teaching experience in the Springfield, New Jersey, School District. When Barbara moved to Ocean Township five years ago from Morrisville, Pennsylvania, she and her family immediately felt "at home"! She is especially pleased with the school system. Her sons, Michael and Matthew, attend Ocean Township High School. Barbara finds her new teaching position both challenging and rewarding, and she greatly appreciates the support of her fellow staff members at O.T.S.

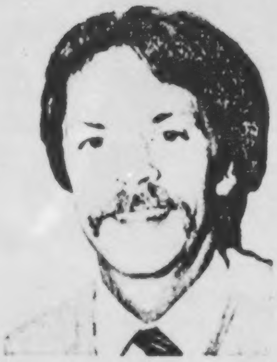
Robert Ficon teaches physics at Ocean Township High School. Originally from Middletown, Bob graduated from Hofstra University (Hempstead, NY) with a Bachelor's Degree in Physics and received his Master's Degree in Ecology from the State University of New York at Stony Brook. Bob has previously taught in the Bayport, New York, School District where his areas of specialization included Earth Science, Ecology, Biology, General Science and Space Science. Bob has coached debate and his team placed first in the New York State Championships. His personal interests include hiking, coin collecting, reading, traveling and playing chess. Bob was attracted to the Ocean Township School System by its excellent reputation and he is very impressed by the well qualified staff and well behaved students.

Barbara Henricks graduated from Bowling Green State University with a major in Art and a minor in German. One year of Barbara's college education was spent in West Germany on a scholarship from the Federation of German-American Clubs. Barbara is currently teaching art at the Wayside School and has found that the Township of Ocean School District is a very friendly place in which to work! Barbara's interests include hiking, weaving, traveling, art history, gardening and attending flea markets.

Anita Riportella is a seventh grade teacher of science at Ocean Township Intermediate School. Anita is a graduate of Monmouth College with a Bachelor of Science Degree in Biology. She is currently working toward a Master's Degree in Education. Her hobbies include gardening, music and photography. Anita is very happy to be working in Ocean Township and her first impressions include praise for the fine organization of the Intermediate School and the high quality of the faculty.

Donna Masella, a resident of Manasquan, has joined the Home Economics Department at Ocean Township High School where she teaches courses in "Foods". Donna is a graduate of Glassboro State College with a Bachelor's Degree in Home Economics Education. Donna was a member of Kappa Omicron Phi, the Home Economics Honor Society and four-year member of the Glassboro Gymnastics Team of which she was a captain in her senior year. In addition to gymnastics, Donna's interests include sewing, bowling, swimming, cooking, and scuba diving. Donna enjoys working with the high school students. She was attracted to Ocean Township School district by its educational reputation and was most impressed by the warm welcome she received.

Kevin Pryor, a cum laude graduate of Montclair State College, is teaching instrumental music at the Wayside and Ocean Township Elementary Schools. He also coaches the new eighth grade wrestling team. Kevin's personal interests are "mostly" musical. He has appeared with jazz, concert and marching bands and he is currently performing with a rock band called "Force". Kevin has been very impressed with the quality of teaching in Ocean Township and he has found the staff and students to be very friendly and helpful.



Raymond Walsh, a Special Education teacher at the Intermediate School, comes to Ocean Township with seven years prior experience at the Chelsea School in Long Branch where he was a teacher of handicapped students and Educational Coordinator. Ray received his Bachelor's Degree in English from Monmouth College and continued his education at Kean College in order to receive certification as a "Teacher of the Handicapped". Currently Ray is taking graduate courses at Monmouth. Ray's interests include reading, sports and cooking. He and his wife run a catering service in the summer and during the holiday season. Ray is most impressed by the excellent educational system in Ocean Township which he feels is responsive to the needs of the pupils and staff members.

Catherine Wolf, a member of the High School English Department, has had prior teaching experience at Morris Hills Regional High School, Rockaway, N.J., Neptune High School and Ranney School. Catherine obtained her undergraduate degree from Keene College, New Hampshire, and her graduate degree from Kean College, New Jersey. Her goal in Ocean Township is to encourage her students to reach their maximum potential and not to settle for minimum skill. She feels that students who are challenged and who feel good about themselves take pride in their education and their accomplishments.

High School Key Club Stresses Community Involvement

Key Club President, Patty Mazza (left center) and Treasurer, Julie Silver (right center), look over a recent meeting agenda with Club members.

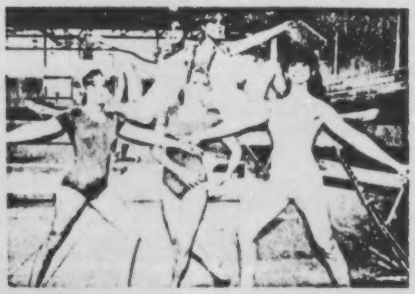
"For us to develop into the type of people who see the need for something to be done and who go ahead and do it, we benefit greatly by assuming responsibility toward our school and community. It's important that we recognize the needs of others, besides becoming involved in our own lives. Because there are so many demands on our time, and because there are so many things that we naturally want to do, it's very easy to close ourselves off to the needs of others." With that recognition of "community spirit" in mind, Patty Mazza leads the Girls' Key Club of Ocean Twp. High School. Her counterpart, Robert Shwarts, President of the Boys' Key Club adds, "It's necessary for us to enlarge our worlds and to move beyond the daily events of our lives. Membership in a Key Club provides opportunities for us to become involved in decision making and participation in responsible, positive contributions to our school and community at large."

Both Key Clubs are an offshoot of the local Kiwanis International with the primary purpose directed at school and community service. As both clubs have earned enviable reputations for their ability to perform given tasks "above and beyond the call of duty," members are called upon frequently in the school district and by community groups to assist when an event is scheduled.

The advisors of the clubs, Mike Rodgers and Carol Rippetoe, are very pleased with student interest in the Key Clubs and are enthusiastic about the energy club members bring to every project.

This year, members are contributing time to the Elks Club dances for the handicapped in Long Branch, as well as acting as guides during school functions. The boys also work closely with the Asbury Park Kiwanis in carrying out service to the elderly or disabled. The girls are assisting the Monmouth County Vocational Rehabilitation Commission with their fund raising, and have assisted many district organizations with their functions. Members look forward to new challenges and welcome opportunities to play a role in making the present and their futures what they want them to be.

Ocean Gymnastics Team Completes Season



Consistency, teamwork and diligence characterized the 1982-83 Varsity Gymnastics Team at Ocean Twp. High School.

A squad of 22 members, one of the largest in the central Jersey area, practiced 5 or 6 days a week for a total of 13-18 hours under the direction of Coach Gisela DuVigneau and asistant Linda Dexter.

Senior team members were "group leaders" and helped newer members to develop the skills taught by the coaches. Learning to "spot" and "assist" each other in practice and helping each other to polish their routines developed the outstanding teamwork displayed by this group. It also accounted for team scores which registered consisitently in the 90's

Although a "perfect" team score would have been 120 points acquired by the four leading competitors in the four meet events, a score of 90 denoted a high degree of excellence when considering that scores in the 20's were common in the "infancy" of the sport 15 years ago in the Shore Area as well as in Ocean Twp.

Team members undertook a schedule of 12 dual meets in addition to the Shore Conference, Sectional and State Championships. Dual meets included competitions with Rumson, Monmouth Regional, Shore Regional, Red Bank Catholic and Long Branch. The season record was six wins and six losses.

The gymnastics program was initiated in Ocean Township 15 years by Mrs. DuVigneau, a former participant on the gymnastics squad at Hunter College in New York. Today, in the district, there is not only the High School Team, but a skilled competitive group at the Twp. of Ocean Intermediate School coached by Nadine Softcheck, a former competitor for Mrs. DuVigneau.

The Varsity competed in four events. In vaulting, a competitor would do one or two different vaults displaying height and extension. The balance beam, which is only 4 inches wide and is held at a height of 4 feet from the ground, is one of the most difficult events, requiring participants to perform routines lasting 1-1½ minutes in length. For competition on the uneven parallel bars, a series of 1 to 14 swings and circling moves was performed continuously.

To the strains of "Rocky III", ("Eye of the Tiger"), "Chariots of Fire", "Whistle While you Work" and Big Band selections, team members performed 1-1½ minute floor exercises demonstrating their creativity, interpretation and skills.

Meet Glenn Morgan, Asst. Superintendent of Schools

Coordinating the instructional program in kindergarten through grade twelve, coordinating the district testing program, planning and implementing inservice staff training, assisting in the hiring of personnel, and coordinating the supervision of district faculty and staff are but a few of the responsibilities of Assistant Superintendent of Schools, Glenn Morgan.

A lifelong resident of Ocean Township, Glenn attended Wanamassa School for his kindergarten through grade eight years. In fact, Joseph Palaia was Glenn's sixth grade teacher and J. Anthony Covino was his principal! (Both of these educators recently retired from district service.)

Glenn's education continued at Asbury Park High School, at Trenton State College where he obtained a Bachelor's Degree in Elementary Education, and at Newark State College (now Kean College) where he obtained his Master's Degree in Administration and Supervision. Currently Glenn is pursuing his graduate studies in the doctoral program at Rutgers University.

Glenn's career as an educator includes five years of teaching experience at Ocean Township Elementary School where he also coached eighth grade basketball. From 1969-1974, he was Staff Assistant to the Superintendent at which time he dealt with the federal programs and personnel matters. Glenn was Principal of the Oakhurst School from 1974-1978 and he was Director of the district's Adult School from 1966-1975. In 1978 Glenn became Director of Curriculum and Instruction, and this year, he has become the Assistant Superintendent of Schools.

As coordinator of the district's instructional program, Glenn oversees the upgrading and revising of the curriculum and the courses of study for all subject areas. He approves all field experiences for students and professional staff. He conducts monthly grade level curriculum meetings and plans professional inservice work for the district in consultation with other administrators, supervisors and teachers.

Glenn has developed continuity in the instructional program between the different grade levels, schools and subject areas by conducting regular planning meetings with Subject Area Coordinators, Department Supervisors and Administrators. Various committees which Glenn has formed for Testing, Evaluation and Gifted and Talented Education, have enabled staff members and administrators to provide input into curriculum matters and to develop better programs.

Parents and other community members also become involved in the district's instructional program through Glenn's efforts. An Educational Council has met to discuss such topics as grading and a Gifted and Talented Parents' Committee meets to provide support for that program.

Glenn's goals include providing computer literacy for all district students, involving the community to the greatest extent possible in the educational program, and providing a comprehensive and well-articulated educational program in grades kindergarten through twelve.

Glenn points out, "I am extremely fortunate in being in Ocean Township — going to school here, living here, and working here. I also appreciate the support from the community, the Board of Education and the Superintendent of Schools".

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EDUCATION NEWS

TOWNSHIP OF OCEAN SCHOOL DISTRICT

SPRING, 1983 A Publication from the Officer of Special Projects VOLUME 2, ISSUE 2

Ocean Twp. Student Selected For Governor's School

Stefanie Amadeo, a Junior at Ocean Twp. H. S., has been selected to attend the Governor's School for Gifted High School Students to be conducted at Monmouth College July 2nd to 30th.

Ms. Amadeo is one of only 100 students representing public and private high schools of New Jersey who will participate in a program of "global studies" at the College.

The Monmouth school is the first of three such schools announced in the Fall of 1982 by Governor Thomas Kean. Drew University and Trenton State College will open similar schools in 1984 specializing in science and art respectively.

To be eligible, students have to be in their junior year in high school, have a B average or better in all subjects and have ranked in the 90th percentile or better in a nationally standardized test. All candidates had to submit an essay explaining their reasons for wishing to attend the school.

Stefanie, with an "A" average and her rank as one of the top two students in the junior class, more than qualified for the Governor's School.

As a student in the Governor's School, Stefanie will live on the Monmouth College campus for four weeks this summer and participate in a variety of courses and activities under the direction of Dr. Cheryl Keen and Dr. James Keen, who developed the global studies curriculum. The program emphasizes the interdependence of contemporary nations. The Keens, who both hold doctorate degrees from Harvard Graduate School of Education, specialize in innovative educational programs.

At Ocean Twp. H. S., Stefanie is a member of the Youth Council, the Varsity Club, the Varsity Track Team, the "Oceanview" newspaper staff, the yearbook staff, and the French Club. She has participated in a special student research project conducted by the National Endowment for the Humanities and in the Model U. N. Program conducted at Monmouth College. She has also been an award winner in the Rider College Foreign Language Forensic Tournament.

Ocean Students Win State Olympics of Mind Competition

Eight students from the Twp. of Ocean School District have won the N. J. State "Olympics of the Mind" competition.

The eighth grade students, who are part of the "Enrichment Class" at the Twp. of Ocean Intermediate School, won the "Humor from Homer" Division in the competition.

Adam Ginsburg, Dina Cestone, Mindi Fineman, Jonathan Frankel, Wendi Ledwitz, Julie Primost, Daniel Kraut and Julio Navas worked as a team in reading Homer's "Odyssey" and in rewriting six different scenes from the myth as a humorous dramatization. They also designed and prepared all costumes, scenery and props for the production.

Ocean teachers Trudi Wolfe and Carolyn Fox were "advisors" to the project which first entered "Area" and "Regional" competition before the State meet. The Ocean Township team has had to defeat over 25 other groups to clinch the State title this year.

The "Olympics of the Mind" is a program initiated in New Jersey in 1978. Twenty-eight schools originally participated.

This year approximately 3,000 schools have entered the competition which encompasses 48 states as well as Canada, Pakistan and Saudi Arabia.

Five unusual "problems" are available for the students to solve. In addition to the "Humor from Homer" division, participants could enter the "Leonardo da Vinci Spring Car", "Wrecking Ball Structure", "Pirates and the Queen's Treasure" or "Miner's Helper" in which students must find creative solutions to problems.

The answering of "spontaneous questions" is also part of the competition.

Congratulations are well deserved by these outstanding Ocean Township students and their teachers.

IDIOT AND THE ODYSSE

Jonathan Frankel, Mindi Fineman, Adam Ginsburg, Wendi Ledwitz and Dina Cestone have won the N. J. State "Olympics of the Mind" competition.

Alison Ellsweig displays the results of a botany experiment to Science Coordinator Alan Johnston.

Ocean Science Program N. J. Award Winner

In a statewide "Search for Excellence in Science Education", the N. J. Science Teachers Association selected Ocean Township's Sixth Grade Science Program for the first place award.

Since 1978 when the Ocean Twp. School District reorganized and the Intermediate School opened its doors to sixth grade students, a science program was selected to utilize the excellent laboratory facilities available for these eleven and twelve year olds. The 350 students, under the direction of their 14 sixth grade teachers, now have the opportunity to use specialized science equipment and to "work like scientists" by writing hypotheses, experimenting, collecting data and drawing conclusions. Five days each week, the students use a combination of their classrooms and labs in covering a topic in either the Earth, Physical or Life Sciences.

The results of all investigations are described in lab reports by each student thus teaching them language arts skills as well as scientific principles.

The program was initiated and is supervised by Alan Johnston, the Science Coordinator for all kindergarten through sixth grade science classes in the school district.

Two of the most important factors for the success of the program are the enthusiasm and involvement of the sixth grade classroom teachers.

Student enthusiasm is great for the science studies. Whether they are comparing the ph values of shampoo, following the life cycle of a mealworm, debating the spraying for gypsy moths or preparing scale models of planets, the students are actively involved in being scientists. This is vital for students to understand our science oriented society.

Ocean Student Wins National Olympiad!

Daniel Kaplan, a seventh grade student at the Intermediate School, received the first place award in the National Social Studies Olympiad by correctly answering 49 of 50 possible answers on the examination.

In addition, the seventh grade "team" of students captured second place of the 200 schools which entered the nationwide competition! (St. Jude School in Connecticut was the first place winner.) Congratulations to Danny Kaplan, Jessica Holstein, Neil Solomon, Douglas Sacks, Stuart Lutz, Eddie Boucher, Eugene Yeh, Robert Luna, Michael Madnick, Lori Rubenstein, John Coff and their teachers!

Phillip Lioio

Exchange Program Brings "Big Band" Sound to Ocean Twp.

The auditorium of the Intermediate School was alive with the sound of 290 instruments on May 13th when the band members of the school met with those from Voorhees Middle School in Camden County, N. J. for the first in a series of planned annual exchanges.

Band directors, William Figart from Ocean Twp. and Vincent Hurley from Voorhees, led their groups in playing individual and combined selections at two concerts. "Chariots of Fire", "Lightly Latin", "Going to Fly Now" (Rocky I) and "Captain Video" were audience favorites.

Friedman Named Tennis "Coach of the Year"

Stanley Friedman, a science teacher at Ocean Twp. H.S. was selected as "Coach of the Year" by the N. J. Tennis Association. Friedman has been the boys' varsity tennis coach at the High School for 17 years and his teams have compiled a 247-64 (win-loss) record while winning 11 Shore Conference Division Championships. The Ocean tennis team won the Central Jersey Group III Championship in 1980. Friedman is also responsible for initiating a girls' varsity tennis team and for conducting the Shore Conference Championship for girls. Congratulations to Mr. Friedman and his outstanding tennis teams.

Ocean Student Wins Math Competition

Ocean Twp. H.S. senior, Stuart Slutsky tied for first place as the individual high point scorer in the Jersey Shore Math League Competition. In a series of six contests, Slutsky scored 32 out of a possible 35 points while competing against approximately 200 students from 17 local high schools. Slutsky was part of a team called the "Mathletes of Ocean Township High" which placed third in the overall team standings. Congratulations to Stuart, his team and his advisor, Dennis Coffey.

Inquiring Photographer

QUESTION: What is your favorite subject in school?

MICHAEL TORRES (Kindergarten student in the class of Mrs. Helen Rosengarten at the Ocean Township Elementary School)

"I like playing outside on the swings and monkey bars. I like playing with airplanes and I like using the telephone in class. I can push a button and it talks to me. I like to draw pictures about football. I had fun on our trip to the firehouse. They had a ladder which went to the end of the sky."

SANDY MERCADO (Kindergarten student in the class of Mrs. Helen Rosengarten at the Ocean Township Elementary School)

"I like playing with clay. I squash it! I like pushing the button on the telephone and then it talks to me. We shot water in class and made a rainbow."

ANTHONY SCUORZO (First grade student in the class of Mrs. Nina Jelley at the Wanamassa School)

"I like to read in my blue book. I read 'At the Circus' all by myself. I learned the words 'see me' and 'meet me'. I liked the clown pictures best. I went to the circus at Madison Square Garden. I liked the cowboys. I also like my teacher; she's nice!"

Ocean Twp. H.S. Seniors Joe Marzano and Joan Yeh model beautiful new prom fashions at the "Spring Getaway Fashion Show".

Spring Gets Underway In Varsity Club "Getaway"

The Spring Season was officially welcomed in Ocean Twp. at the Second Annual "Spring Getaway Fashion Show" sponsored by the Girls Varsity Club of Ocean Twp. H.S.

The very newest fashions in swimsuits and sportswear as well as prom dresses and tuxedos were beautifully modeled by the outstanding young men and women who have been active in the Ocean Twp. sports program.

Women's fashions from Casual Corner at the Monmouth Mall, men's clothing from Dente's Tuxedos (Towne Shoppes, Ocean), Sir Robert's Men's Shop (West End) and the Wall Racquet Club (Farmingdale) and shoes from Kit's Korner won applause from the more than 250 parents, students, teachers and community members who attended the gala event. Hairstyles and make-up by Marc Joseph's of Deal added to the extremely professional appearance of the high school students.

Musical selections including the haunting "Memories" from the Broadway hit "Cats" were performed by the talented Deborah Pardes and Maria Scheraldi, both Seniors at Ocean Twp. H.S.

One of the models for the "Getaway", basketball star Jason Hutzley, surprised the audience with this "automated" robot performance. Hutzley also held models Steffanie Secol and Lauren DeAngelis high in the air to show off their eye-catching Spring shoes!

Over 150 door prizes and raffle prizes were donated by local residents and merchants and were awarded during the "Getaway" festivities.

The Spring Getaway was a most enjoyable experience. Great praise must be given to the Girls Varsity Club of Ocean Township High School and its advisor, Mrs. Sharon Bradley, as well as to the many students, parents, educators and community members who contributed to the success of the evening.

Drama Club Wins High School Festival

Nine students from Ocean Twp. H.S. were recently awarded the first place honor of "Excellence in Production" at the Rider College Annual High School Drama Festival.

Ten New Jersey high schools were represented in the Festival during which each group of thespians had twenty minutes to perform excerpts from a play or to perform an entire one act production.

The Ocean Twp. group performed three segments of "Fables Here and Then" written by David Felshuk.

The Ocean Twp. actors were Lisa Bolowsky, Seth Berman, Nicky Berweiler, Ed Ferrara, Kris Alessi, Mike Popok, Debbie Pardes, Alison Stevens and Garrett Bess.

Bess also received the "Excellence in Acting" Award for his performance in the Rider Festival.

The Ocean Twp. Drama Club is directed by Ronald Ryner and the Club was responsible for the outstanding Spring production of "Pippin". The musical was about the life and adventures of Charlemagne's son, Pippin, and involved an extensive cast of talented performers and musicians.

For the first time a Thespian Society has been initiated at Ocean Twp. H.S. and new members will be honored at a banquet.

As part of the International Thespian Society, the members of the Ocean Township group will be eligible for special scholarships.

Congratulations to this outstanding and hard-working Drama Club and to its advisor, Ron Ryner.

Sell out audiences gave rave reviews to the Ocean Township High School Drama Club's performances of Pippin. Several of the actors and actresses in the production were (left to right) Alan Litts, Lanie Berns, Ed Ferrara (Pippin) and Tara Nies.

Ocean Students Featured at Monmouth College Government Institute

When the topic of "New Federalism" was discussed and debated at the 19th Annual Monmouth College Government Institute, two students from Ocean Township High School were among the keynote speakers.

Marta Lefsky and William Lind, both Seniors at Ocean High School and members of the Spartan Scholar Honor Roll, were selected to present their research concerning "New Federalism". Sixty-eight students from 34 New Jersey high schools had entered the competition. A committee of judges from Monmouth College selected the award winners.

The Institute was originated in 1965 under the sponsorship of the Asbury Park Press and Monmouth College and was designed to focus the attention of social studies teachers and students on governmental topics. Each year a different theme of topical interest is selected which is timely, interesting and conducive to research and debate. Themes have included toxic waste cleanup, public transportation, inflation, crime and tax reform. In the past 19 years over 5,000 students and teachers have participated in the Institute.

The Institute is recognized by the New Jersey Conference of Mayors for its advancement of good government and in 1969 it was awarded a George Washington Honor Medal by the Freedoms Foundation at Valley Forge for "promoting a better understanding of the American way of life."

A panel of prominent New Jersey business and government leaders debated President Reagan's "New Federalism: What will be the economic and welfare impacts on New Jersey?" Panelists included Assemblyman Anthony M. Villane, R-Monmouth; Gerald Hall, vice-president of the N.J. Chamber of Commerce; Peter Shapiro, Essex County's first County Executive; Donald Linky, vice-president of the N.J. Business and Industry Association; and Assembly Speaker Alan Karcher, D-Middlesex.

Keynote speaker was Dr. James Pindar, special representative of Gov. Thomas Kean.

Parents are Involved in School Programs!

Some backstage help is given to student Joey Pancza by Mrs. Janet Cimino (mother of teacher Janet Haberl) at the recent 25th birthday celebration for the Ocean Township Elementary School. The 578 "stars" of the performance were the talented kindergarten through fifth grade students who performed for the almost 600 members of the audience.

Mrs. Charron Zimmerman is served an ethnic treat by student Patty Rauschmeyer at the recent "Block Party" held at the Ocean Township Intermediate School by the history students in the sixth grade classroom of Mr. Richard Mosca. A better understanding of immigration and the American cultural heritage developed from this activity.

John Dupler and Chris Stinnett, students at the Twp. of Ocean Intermediate School, are the proud recipients of complete sets of the World Book Encyclopaedia. Mrs. Grace Cores of Asbury Park, who is the mother of district teacher Helene Cores, is a sales representative for the World Book/Childcraft Company. Donating instructional materials to deserving young people is a special project - for Mrs. Cores (Principal Donald Vineburg looks on.)

The Ocean Twp. students who are participants in the district's English As A Second Language Program, are busy learning about careers while they learn English!

As part of a grant awarded to Ocean Twp. from the N.J. State Department of Education, Division of Vocational Education and Career Preparation, 86 children who speak 21 different languages are studying career options.

Teachers Suzan DiMattio and Susan Palais are introducing the students to a variety of careers and they are taking the kindergarten through twelfth grade students on a series of trips to area businesses and industries.

Enlisting the services of guest speakers makes the career studies exciting events.

A recent class visitor was Dr. Hayat K. Hubbi who was originally from Damascus, Syria. Dr. Hubbi, a pediatrician in Neptune, pictured here with her sons, Basil and Mark, familiarized the children with the training and responsibilities of a physician. The students practiced their English skills by questioning Dr. Hubbi.

DiMattio and Palais are also writing a curriculum guide for their career awareness project. The guide is the first in New Jersey to be prepared for ESL Teachers having students with a variety of language backgrounds. The materials will be available through the State Department's Vocational Curriculum Laboratory in Edison, New Jersey.

Thank You Parents . . .

for all your help in our schools as library aides, trip chaperones, P.T.A. members, Booster Club participants and audience members at the many school activities. We appreciate your support!

Russell Allgor, a Junior at Ocean Township High School, is congratulated by his parents, Carol and Roger Allgor, upon his induction into the school's National Honor Society. Russell was also recently awarded the Rensselaer Science and Math Medal and he has won the American Chemical Society exam.

Proud parents of each of the 30 new members participated in the ceremony.

Kathleen Rose serves her mother, Mrs. Pat Rose, an English truffle at the recent Ethnic luncheon conducted in the fourth grade class of Mrs. Joan Cooper at the Ocean Township Elementary School. The class studied the ethnic background of New Jersey settlers.

Frederick Allen receives computer training from Joanne Traylor, a Basic Skills Teacher in the Township of Ocean School District. Fifty parents of students enrolled in the Basic Skills Program were introduced to microcomputers during two "hands-on" experiences in using a computer keyboard and calculator pad and in writing brief computer programs.

Here Is A Special "Thank You" For Community Support Of Our School Programs!

Mr. Darwin Dougal of the Ocean Twp. Veterans of Foreign Wars is joined by Mrs. Betty Lameo and Mrs. Vera Naylor of the Ladies Auxiliary in presenting Ocean Twp. H.S. students Marta Lefsky and Stefanie Amadeo with the first and second place awards in the 36th Annual Voice of Democracy Competition, which their organizations sponsor. The contest is a national broadcast scriptwriting program in which there is participation from over 250,000 tenth, eleventh and twelfth grade students from schools in each of the 50 states and overseas.

Ocean Twp. educators, Michael Supko (Chairman of the district's Vocational Education Advisory Council) and Martin Lefsky (Social Studies Supervisor) meet with Judy Furrow (Manager of the Ocean Twp. Branch of the First National State Bank) to examine the new "consumer economics" curriculum materials being used by Ocean Twp. H.S. students in the Business of America program. The bank is supporting a unit which provides the students with "real life experience" in shopping for credit, maintaining a checking account, taking out a personal loan and keeping a savings account.

Ocean Students Enter Stock Market Game

The "Business of America" course taught at Ocean Twp. H.S. has become an exciting experience in stock market finance for the 56 students enrolled in the two classes of the program.

Seven teams of eight students each have put their studies about investments into practice by participating in "The Stock Market Game".

The competition is sponsored jointly by the Asbury Park Press and the Monmouth College Student Government Association to promote awareness of the American free-enterprise system and to develop knowledge about investing.

Over 1,000 students representing 129 teams from 30 schools in the Central N.J. area are participating in the ten week contest.

Students have "purchased" a $100,000 stock portfolio and, during the ten week period, they report their investment transactions to Monmouth College where the data processing center tabulates the results and distributes a weekly printout to each school and team.

An Ocean Twp. team is currently one of the leading contenders in the competition. (Pictured here) Barbara Shebell, Michael Betancourt, Allison Ansell, Joe Lucarelli, Beth Haddad, Larry Fundler, Nancy Cohen, and David Keezer spent time researching their stock selections and finally decided upon Delta Airlines and Coleco (electronics) to make-up their portfolio. "We did research, consulted with brokers and considered the world economic situation when we selected our stocks" stated Barbara Shebell.

Contest winners will be honored at a dinner and will receive awards from the Asbury Park Press.

Mrs. Doris Blanchard (left), President of the Jersey Shore Women's Club of Oakhurst and Social Chairman, Mrs. Dee Anderson present a donation to Special Olympian Mack Breedlove and his teacher, Ms. Tricia Catalanello, at the Wayside School in Ocean Twp. The generous contribution will enable Mack and his eight fellow Special Olympians to have new warm-up suits and matching "T" Shirts when they participate in the 1983 N.J. Special Olympics Competition.

Jonathan Frankel and Nathalie Buki, students in the Township of Ocean Intermediate School Mentor Program, examine slides at Riverview Hospital under the direction of pathologist, Dr. Yayona Olaizola. Dr. Olaizola was one of several business people and professionals who provided the students with the opportunity to see what a person does on the job. Other students in the program worked with Michael Booth, managing editor of the "Atlanticville" (journalism), Doctors Tortoriello and Nelson (veterinary medicine), Dr. Robert Sacks (dentistry), Dr. Guilfoyle (computer science), Donald Porges (accountant), and Assemblyman Joseph Palaia.

Life size skeletons are a familiar sight in the fifth grade wing of the Wanamassa School! The study of "Bones" in science has led students to the use of x-rays in examining and naming bones, and to the drawing of a human skeleton and identifying its bones. Here, Jenna Turner, Andrew Newberry, Paul Lindman and Lisa Nagy pose with their excellent drawing.

When the day for the "Wearin' of the Green" is all over, what do you do with your lovely handmade bonnet? Stacy Bearden and Rose Quinn face this problem in their kindergarten class at the Wanamassa School!

Two "new" members of the Wanamassa School staff are principal Douglas Deicke and secretary Mrs. Claire Adams!

The "New" Wanamassa School

Fourth grade students not only practice their math facts by hand, but they learn to use a hand-held calculator, too. Here, Danielle Bensen uses her calculator to figure out all the ratios possible in a problem which her teacher, Mrs. Marion Wishart, gave the class. The only problem is Danielle discovered that she could keep calculating for the rest of her life - or until her batteries run out!

A new roof crowns the Wanamassa School on Bendermere Avenue in Ocean Township. New ceilings and new windows adorn the first floor classrooms, and bright new "lower level" rooms have been remodeled from the previous basement classrooms.

However, the "new" Wanamassa School is still the home of fine "old" neighborhood education traditions.

"We have a neighborhood school" states "new" Principal Douglas Deicke. "We have a friendly atmosphere, an excellent staff, well-behaved students and parents who are cooperative and supportive of the school" Deicke proudly adds.

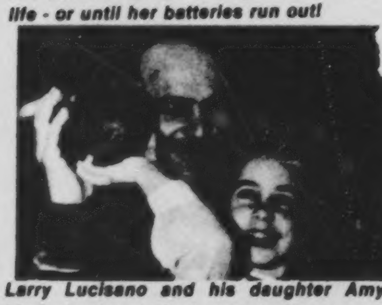
On September 8, 1930 when the Wanamassa School opened its doors, Eddie Cantor was appearing in "Whoopie" at the Ocean Theater on Fourth Avenue in Asbury Park, bread was 8¢ for a big wrapped loaf, Hershey Bars sold at 3 for 10¢, a Chrysler Eight Sedan cost $1525 and fuel oil was valued at 6½¢ per gallon at Weller's Standard Heating Oil Company!

On September 8, 1930, the Asbury Park Press reported that the ringing of school bells in Ocean Township summoned 240 pupils to the new $160,000 Wanamassa School. (This amount included the cost of the property.)

The corner stone of the Wanamassa School was layed on Saturday, April 19, 1930 at 10 a.m. Harry E. Patterson was supervising principal of both the Wanamassa and Oakhurst Schools and Victoria Green was the first teacher/principal of the Wanamassa School. William B. Jeffrey was President of the Board of Education.

Prior to the opening of the Wanamassa School, the children living in the Wanamassa section of the Township walked to the Bradley School in Asbury Park. Because of the overcrowded conditions in Asbury Park, concerned parents from the southern part of Ocean Township had united in expressing a desire for their own school building to the Board of Education on September 14, 1928.

The plot of land originally selected for purchase was located on the northwest corner of Wickapecko Drive and Bendermere Avenue,



Larry Lucisano and his daughter Amy, a kindergarten student, prepare to score a winning pass at the 1983 Wanamassa School P.T.A. Parent and Child "Fun Nite". During the two evenings of fun-filled activities, over 600 parents and children competed in bursting balloons, skating on frisbees, fishing with magnets and in seventeen other exciting events.

Queen
Lucas Koop
Koop

When "Duke Pishpash of Posh" comes to town, reading becomes a language arts experience in Mrs. Kathy West's fifth grade class. Students (left to right) Arthur Emken, Christine Berweiler, Elizabeth DiLieto and David Emery don costumes and dramatize this popular story for their classmates.

A one ounce lump of clay becomes a fascinating science lesson when children are directed by their second grade teacher, Mrs. Joan Beardsley, to make the clay into a boat and to see how many marble chips it will hold. Students such as Michele Agostino and Tharon Goldi use a great deal of creative thinking and make a variety of discoveries, then draw conclusions and write the results on wall charts.

Wanamassa School Bell Ringers are a talented group of performers who practice diligently under the direction of Dr. Doris Watson.

The study of city government became a very exciting event when Assemblyman Joseph Palaia addressed the third grade students at the Wanamassa School. Pictured here, Todd Gregory and Whitney Breen, question Mr. Palaia about government. Mr. Palaia, the former principal of the Wanamassa School and an educator in Ocean Township for 26 years, has also been Mayor of Ocean Township and a member of the Board of Chosen Freeholders.

Fifty-four students in the fourth and fifth grades from the Wanamassa School, including Joe Jurasic and Brad Child who are pictured here, participated in a recent "Jump-Rope-A-Thon" to raise funds for the American Heart Association.

The Wanamassa event was organized by physical education instructors Carol Morse and John Thompson with the assistance of the Wanamassa School P.T.A.

rs “Old” Neighborhood Traditions

known as the front part of Pitney Havens Interlaken Estates and consisted of approximately five (5) acres. However, as a result of a survey of the site, it was found that $10,000 would be needed to put the property in appropriate condition for building because of the stream which ran through the property. Therefore, a site on Bendermere Avenue and Chestnut Street was finally selected.

A committee was formed to decide upon a name for the new building and on April 9, 1930, the members suggested that the building be called the "Wanamassa School". This was approved by the Board of Education.

As the population of Ocean Township grew, it became necessary to make changes in the original building. In September, 1950, a classroom was constructed in the basement on the east side of the building. A young sixth grade teacher, Joe Palaia, occupied this room with his class!

Upon the completion of two new wings of the building in December of 1950, all classes were again located upstairs. The basement then housed only the cafeteria.

However, even with the two new wings, the rapidly increasing population necessitated a return to the use of the basement rooms by September, 1951. With the addition of classrooms in the basement, the cafeteria was eliminated.

The 1981-82 and 1982-83 school years have witnessed the renovation of the Wanamassa School which includes the making of basement rooms into attractive "lower level" classrooms, the replecement of the building's roof, the changing of first floor windows, doors and ceilings, and the reorganization of the gymnasium.

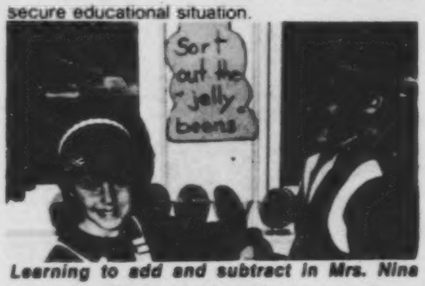
That sixth grade teacher, Joe Palaia, who first occupied a basement classroom in 1950, became principal of Wanamassa School on January 1, 1957, and served in this capacity for 26 years.

Although recently retired from education, Mr. Palaia is still extremely proud of the "neighborhood" traditions established at the Wanamassa School.

The "homey" atmosphere developed by the faculty, students and parents has provided a secure educational situation.

Art becomes a creative thinking experience when teacher Mrs. Judi Lewis introduces her students to the use of "Pariscraft". The students prepare "casts" of hands, feet or faces and they display their work in a creative situation. A "hand" may be shown with paper and pen, and a "foot" may be displayed with a well-worn sneaker and marathon poster. Here, Michele Williams decides what to do with her "Pariscraft" face.

Andrew Cowe, Joseph Morton and Adrienne Lumig, students in the Transitional First Grade of Mrs. Ann Butler, are dressed as Computer Chip, Turtle and Computer Lisa to demonstrate that "Computers Are For Everyone!" The "Computer Kids of Wanamassa School" not only practice their math and reading using a PET Microcomputer, but they are learning computer terminology and programs using specially designed "Kidstuff" software.


Sort out the jelly beans

Learning to add and subtract in Mrs. Nina Jelley's first grade classroom is a "hands-on" experience. At their desks, students group and re-group plastic counters for a series of problems presented by their teacher and at learning centers around the classroom children practice their number facts. Here, Traci Attardi and Andreas Nitis pick a problem from a jelly bean jar.

"Duso" is a favorite study series in Mrs. Dorothy Pare's classroom. Children listen to a story, follow the pictures in the book and even sing along before determining what the main character will do next! Children learn to draw conclusions and make decisions while having a great deal of fun. Kenny Grochow is pictured with Mrs. Pare.

What's So Special About Special Education in Ocean Twp.?

"Special Education" is the overall term to describe the instructional programs for handicapped children and young adults in Ocean Township. Speciel Education includes the diagnosis of an academic, behavioral and/or emotional problem as well as the actual providing of services to the students.

The Special Education Program in Ocean Twp. is very special indeed. It provides approximately 250 students with dedicated teachers, stimulating classes and a wide variety of supportive services which meet their individual needs and help each student to reach his or her full potential.

Students who have moderate to severe handicaps may be served in "self-contained" classes which are located throughout the district and are specialized according to the age and handicapping condition of the children.

Classes serve students who are neurologically impaired, educable mentally retarded trainable mentally retarded and emotionally distrubed. This year, a class for preschool handicapped children was also initiated.

Some handicapping conditions enable students to attend "regular" classes. However, the success of this program known as "mainstreaming", depends upon the instructional support which is provided by teachers in resource rooms and academic labs in each of our district schools.

The personnel involved in conducting the program include Mrs. Aileen Marino who coordinates all the special services provided by the district and two Child Study Teams which are each made up of a psychologist, social worker, learning disabilities teacher consultant and school physician. The teams are responsible for the identification of the nature and extent of each student's handicap and for the determination of an individualized educational program for each student.

A "Learning Disabilities Teacher Consultant", known as an L.D.T.C., is situated in each school in Ocean Township. This individual first assists the Child Study Team in identifying handicapped students and in planning an appropriate educational program for each child. The L.D.T.C. also monitors the special programs and follows the individual progress of each handicapped student in the building.

So that you can acquire a better understanding about the Special Education Program, let's "visit" a **few** of the special classes in our district!

"Kermit the Frog" and "Oscar the Grouch", favorite Sesame Street characters, adorn the walls of the Pre-school Handicapped Class located in the Intermediate School. Teacher Diane Avalone leads her nine enthusiastic students in a variety of stimulating activities in order to give them "a head start" in having successful school experiences in recognizing letters, shapes, colors and numbers. They develop their coordination and they learn a variety of skills according to their own needs and abilities.

A second stop at the Intermediate School is in the class for neurologically impaired students. Miss Helene Corea provides a well-structured program of basic skill development and reinforcement accompanied by an exciting selection of science, social studies and vocational activities.

Language Arts activities include daily oral and silent reading, comprehension lessons, and practice in learning vocabulary, spelling, grammar and writing. The use of typewriters and microcomputers adds another dimension to the constant practice which is needed by the students to perfect their skills.

The special class for trainable mentally retarded young adults is conducted in the Intermediate School by Mr. Joseph Petillo. This exceptional program provides the students with individualized experiences in reading, math and language development.

All activities are planned to provide the students with "survival" skills and vocational awareness. Special attention is given to reading signs, names and labels, and math activities focus on learning about money, time and basic computational skills.

A visit to the educable mentally retarded class at the Wayside School is greeted by the aroma of freshly baked blueberry muffins! Teacher Tricia Catalanello has incorporated instruction in reading and mathematics with home arts and has come up with a delicious learning activity!

In a visit to the Wayside gymnasium you may see Physical Education instructor Dave Enderly working with a special student who is practicing his eye-hand coordination by using a special bowling ramp. Mr. Enderly, and other instructors in each of the district schools provide special students with an individualized program of physical training and fitness activities.

Speech therapy and other "support" services are also provided for the special children throughout the district according to their individual needs.

At Ocean Township High School, Special Education Instructors Joan Spangler and Linda Dexter and "supplemental instructors" provide instructional support for the "mainstreamed" students to successfully function in their regular classroom programs. This may entail help with reading the driver's education manual, researching a term paper, completing a math assignment or even understanding a science experiment or welding instructions! Remedial work in the "basic skills" is also part of the high school program.

In accordance with State Law which governs special class size, "aides to the handicapped" are assigned. These patient and very involved individuals help the students to practice the concepts taught by the teacher in reading, spelling, math, and other areas covered by the program.

Elementary Events

SH-H-H, IT'S A SECRET at the Ocean Twp. Elementary School where Mrs. Janet Haberl's fifth grade students correspond with "secret" pen pals in Mrs. Florence Worthington's second grade class. The improvement of language arts skills and the development of greater cross-grade level cooperation are the goals of this successful program. Pen pals will meet this June! Hal Greenspan is pictured here preparing a letter under Mrs. Haberl's direction.

ECONOMICS IS A CRISPY DELIGHT for the students in the second grade class of Mrs. Theresa Gilvary at the Wayside School. The children learned about the "Free-Enterprise System" as part of a Social Studies Unit by forming their own class corporation, manufacturing and advertising a product and finally selling the product throughout the school. Shown here, Jonlethia Adams and Michael Yarrington follow the delicious recipe for "Crispy Delights" as part of the class "assembly line". Profits from the undertaking will be presented to the Ocean Twp. Police Department to help defray the cost of an underwater light for the SCUBA Rescue Team.

OCEAN STUDENTS REACH STATE FINALS IN NATIONAL HISTORY DAY COMPETITION Three sixth grade students from the Township of Ocean Intermediate School received an "Award of Excellence" for their entries in the N.J. State Division of the National History Day.

The model of Thomas Edison's "Black Maria" (labortory) entered by John Rogers and the audio-visual presentation of "The Battle of Gettysburg" entered by Janine Nagrod and Kit DeSarno (shown above) won the recognition of the judges in the competition sponsored by the National Endowment for the Humanities.

The theme for the event was "Turning Points in History: People, Ideas and Events" and student posters, displays, models, performances and reports covered the 1825-1900 period in U.S. History.

Competition was conducted at the local, regional, state and national levels for students in grades six through twelve. Representatives from forty states are expected to attend the final level of the contest.

BEST SELLING AUTHORS START YOUNG IN OCEAN TWP. Jamie Dennison, a first grade student at the Wanamassa School in Ocean Township, adds a finishing touch to the "Basic Skills Sampler" an elementary literary magazine published by the district's Basic Skills Parent Advisory Council. The creative writing efforts of over 250 students are contained in the illustrated volume.

ROBOTICS ENTERED THE FIFTH GRADE CLASSROOM of Mrs. Mariann Burkett at the Wayside School. With songs and somersaults and scores of blinking lights, 25 "inventors" explained the almost infinite talents of their roboti creations. The robots, which came in all colors shapes and sizes, were prepared for use in language arts activities. Public speaking, grammar study, story composition and scriptwriting activities have been undertaken by the class with a central theme of — you guessed it! Robots! (Amy Stiftel is pictured here with her smiling creation)

THE SECOND ANNUAL ETHNIC HERITAGE NIGHT was a wonderful experience for the students in the Ocean Twp. English As A Second Language Program and their parents and friends! Entertainment was provided by the singing and dancing Long Branch performers, "Las Chicas" and by Ana and Victor Belen of Red Bank who demonstrated a Colombian dance. ESL teachers Suzan Di Mattio and Susan Palaia delighted the audience with slides of instructional activities. A delicious "International Buffet" was sampled by the guests who also "took home" the dishes in an ethnic recipe book!

PRE-SCHOOL PROGRAM FOR HANDICAPPED

If you have a youngster between the ages of three (3) and five (5) years old who is moderately to severely handicapped, your child is entitled to free educational services.

For further information please call:
Ms. Aileen Marino
Special Services Office
531-6600 extension 404

Foreign Languages Are Spoken Fluently In Ocean Twp.

David Freidman, Deborah Pardes and Nancy Cohen prepare for their Russian performance in the 1983 Foreign Language Forensic Tournament held at Rider College, Lawrenceville, N.J.

Over 900 students at Ocean Twp. H.S. are currently enrolled in one or more of the foreign languages taught!

Ocean students have the opportunity to learn Spanish, French, German, Italian, Russian and Latin throughout their four years at the High School.

The eleven teachers in the Foreign Language Department, which is under the supervision of Joseph Clayton, offer a diversified program of language instruction. In every class listening, speaking, writing and reading skills are taught and practiced.

The first year of language instruction witnesses the introduction of basic grammar which is continued for the next two years. However, many speaking activities in each classroom are incorporated into the program to enable each student to develop fluency in the language.

A basic textbook is used in every language course and usually audio-tapes accompany the series so that students can listen to pronunciations as they read.

A variety of instructional equipment is also used in the language classes. A "Language Laboratory" has 35 stations and a monitoring/directing area for the instructor so that students have the opportunity to listen to correct language pronunciation, to record their own voices and to listen to their own responses in the language!

A visit to language classrooms reveals an exciting array of activities and lessons.

Students from the French class of Mr. Joseph Clayton tune in to a lesson in the "Language Laboratory" in which they listen to their teacher, repeat his pronunciation and listen to their own reading in French.

Faye Pirovolos and Ellin Magzamen both tenth grade students, work with a PET microcomputer under the direction of Mrs. Weiss.

In an effort to stimulate extemporaneous speaking in Spanish, Mrs. Eileen Daugila has compiled a large shopping bag of objects which students select and discuss with their classmates.

International and local news and weather are reported daily in the Spanish classes of Dr. Elsa Lake so that students not only become more fluent in the language but also relate Spanish to their daily lives. Spanish becomes "current" when the latest Ocean Township athletic victory is reported to the class!

In the French I and II classes of Mrs. Aurora Schlegel, you could watch a videotape of **Parlez Moi**, a program produced by The Ontario (Canada) Education Commission and broadcast in N.J. by N.J. Public Television. Student vocabulary and comprehension are developed by watching Sol, a French Canadian clown, who gives enjoyable golf lessons, weather reports or some other oral presentation. Students answer a series of questions for their teacher both in written and oral format.

A stop in the German class of Mr. Donald Hill will show you how exciting the study of grammar can be. Amidst the study of sentence structure, verb tenses and agreement of subject and verb, students learn German geography and history through a lively discussion with their teacher.

In Mrs. Elizabeth Weiss's French II class, a PET - Microcomputer is being used by students to practice recognition of synonyms. Programs which are written by Mrs. Weiss, also help the students develop their French vocabulary.

Members of the Ocean Township High School Italian Club prepare to sing "Santa Lucia" at the recent Foreign Language Club International Dinner. (Bottom row) Lisa Luposello and Gina De Vito. (Top row) Advisor, Mrs. Anna Bio with Diane Mc Nulty and Anna Hazelrigg.

Krista O'Donnell practices her German grammar lesson in the classroom of Mr. Donald Hill.

Students get involved in using their newly acquired language skills by taking trips to such locations as Rona Resort, a Russian American Rural Center in Jackson, N.J. where they speak with the Russian inhabitants in their native language.

The foreign language clubs are active organizations at Ocean Twp. High School. A highlight of the year was the "Foreign Language Club Banquet" which over 150 students attended. Performances by club members and an international buffet provided the opportunity for an enjoyable exchange among the clubs.

Ocean Twp. students also participate in the annual Foreign Language Forensic Tournament conducted at Rider College in Lawrenceville, N.J. Over 2,500 high school students from 90 N.J. and Southeastern Pennsylvania schools compete in the Russian, Spanish, French and German divisions. This year, Ocean students captured eight first place awards for the excellence of their performances in doing skits, readings and extemporaneous speeches!

The "newest" foreign language to be added to the Ocean Twp. course offerings is Latin. In 1981 Latin was reinstated by "popular demand" at the High School and in the 1983-84 school year it will be offered for the first time to seventh grade students at the Twp. of Ocean Intermediate School. Over 80 students have elected to add this "new" language to their schedule.

Maria Garbayo and Julie Platt prepare to give an international news report in the Spanish II class which is taught by Dr. Elsa Lake.

Meet the Ocean Twp. School Nurses

Nurse Pat Whitney examines the eyes of Rosie Martins, a fourth grade student at the Wayside School.

The functions of a school nurse are numerous and the schedule of each nurse is filled with health screenings, testing, inspections, reporting and consultations with students and parents as well as treatment of emergency health problems and daily illnesses.

The Ocean Twp. School District is fortunate in having a staff of five certificated school nurses: Joan Lane (Ocean Township Elementary School), Joanne Ridley (Wanamassa School), Patricia Whitney (Wayside School), Carolyn Terhune (Intermediate School), and Silvia Racioppi (High School).

"Maintaining a healthful and safe school environment" is the stated goal of the school nurse. With this purpose in mind, our nurses may start a typical day with an inspection of their school building. "That is probably the only **quiet** period of the day!"laughs one school nurse who may be visited by 50 to 250 students, parents and teachers in a typical school day.

In addition to dealing with illnesses and accidents, school nurses are responsible for doing annual vision screenings of **all** students in the school district and annual hearing screenings of all pupils in kindergarten through grade four as well as those students in grades six, eight and ten. If problems are encountered, parents are encouraged by the nurse to have their child seen by a physician.

Joel Smith enjoys a health discussion with school nurse Joanne Ridley at the Wanamassa School.

Maintaining complete immunization records is an important duty of the school nurse who also is responsible for State mandated tuberculin testing.

The nurse assists the school physician, Dr. John Malta, in doing physical screenings of students in grades two, five, seven, nine and twelve whose parents **select** this option (Students may also be seen by their family physician). Special examinations are required for students entering Special Olympics and Tournament of Champions competition (for handicapped children) and the school nurse participates in these screenings.

At the Intermediate and High Schools hundreds of students receive sports physicals and "interim screenings" prior to participation in a second sport and once again the services of the school nurse are called upon.

In physical education classes students are annually screened for heights and weights, and these facts are recorded and monitored by the school nurse as are the results of annual scoliosis screenings for students between the ages of ten and eighteen.

The recording of data is not the end of the nurse's responsibilities, but it is even more important that the nurse "follow-up" on any recommendations which come from the screening activities.

School nurses also work closely with classroom teachers in monitoring students with particular health problems. Assistance is provided by school nurses to the Child Study Team which works with handicapped children in the district.

Joan Lane, school nurse at Ocean Township Elementary School, administers the annual auditory test to Melissa Logan, a fifth grade student.

Parent contacts are an important part of the nurse's day. Whether it's answering health questions or informing parents of a student's illness, the school nurse works closely with parents in her concern for the total health of the children.

The well-trained nursing staff in the Township of Ocean School District has not only a "Registered Nurse" and "School Nurse" certification, but has many advanced degrees and **many** years of nursing experience. All five nurses emphasize that "School nursing is much more than dispensing band-aids". Nursing services provided to students, parents, teachers and staff members are extensive and challenging!

Student Robert Lane has his twisted ankle checked by nurse, Silvia Racioppi at Ocean Twp. H.S.

Nurses also play a role as "health counselors" by discussing nutrition and other concerns with the students. Students frequently come to the nurse for advice in coping with new eye glasses or braces and high school students learn how to take care of various injuries while under the close supervision of their school nurse.

Three nurse's aides provide valuable assistance in recording data and in completing a variety of office routines. Darlene Hendrickson, Kathy LePore and Linda Nordin are important members of our district health-care staff!

What else is important in school nursing? Ruth Dallam, who recently retired from a distinguished career covering 37 years of school nursing and public health nursing, states that she not only loves medicine, but loves children! Mrs. Dallam, whose door was always open to "her" students, states that "School nursing is giving and sharing of yourself to make others feel better".

This love and "giving and sharing" is seen in the offices of **all** of the Ocean Township nurses. A special giant card sent by the pre-school class to the Intermediate School nurse sums up the feelings of our students for their nurses: "Thank you for being our friend"!

Carolyn Terhune, school nurse at the Township of Ocean Intermediate School, administers the annual visual screening test to Shannon Smith, grade seven.

Student Council Named "Honor School"

Ocean Twp. Student Council Officers Linda Carpentier, President, and Abby Gans, Vice-President.

For the fifth year in succession, the Ocean Twp. H.S. Student Council has been awarded the designation of Honor School by the N.J. State Student Council Association.

The award was bestowed in recognition of the Council's format and activities and for the involvement of Council Members in the leadership training program conducted by the State organization.

In addition, the Ocean Student Council has been cited as meeting the "Standards of Excellence" of the State Student Council Association.

A variety of outstanding activities have enabled the Ocean Twp. Student Council to be an award winning organization.

Beginning in the 1981-82 school year, a high school senior who is a member of the Student Council is appointed to the district's Board of Education. Anne Tilton was the first representative and this year, Kelly Rose has been elected by her fellow Council Members to the Board position. Having a student on the Board contributes to the understanding of the regular Board Members and of the students.

Blood Donor Day at Ocean Township High School, planned and conducted by the Student Council, contributed 143 pints of blood to the Monmouth County Blood Bank. This exceptional contribution made the High School the largest contributor of schools in Monmouth County.

"Spirit Week" is carried out by the Council as a build-up to the annual Homecoming Football Game and Dance at the High School. School spirit is promoted through a weeklong series of activities. Community service is incorporated into the Week with the Council sponsoring the election of a "Super Athlete" through contributions of students and adults to a charitable organization.

Each year the Student Council hosts an "International Dinner". The event is attended by the district's Board of Education and administrators as well as by the advisors of the High School's clubs and athletic teams. The dinner provides the participants with the opportunity to meet and to share ideas for better inter-school understanding.

School spirit is also promoted by the Council in its "Almost Anything Goes" sports competition between the four High School Classes and various faculty members.In addition, the Valentine's Day activity entitled "Flower for a Friend" enables students and faculty to purchase a daisy or carnation to exchange.

Council Officers for 1982-83 are Linda Carpentier, President, Abby Gans, Vice President, Barbara Shebell, Corresponding Secretary, Lisa Singer, Recording Secretary and Amy Eyestone, Treasurer.

When asked for the reasons why students dedicate so much time and effort to Council activities, President Linda Carpentier replied, "We **want** to be involved and do everything we can to help our school. We enjoy this involvement. We want to promote school spirit. We also enjoy having the chance to work with many different students, teachers and administrators with whom we might not ordinarily have contact.

It's easy to see why the Ocean Township Student Council has been named as "Honor School".

Congratulations to its officers, its members and its advisor, Elizabeth Campanile.

Lisa Luposello pins a flower on her friend Gladys Bahary, a secretary in the High School Guidance Department.

TOWNSHIP OF OCEAN SCHOOL DISTRICT
163 Monmouth Road
Oakhurst, N.J. 07755

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Board Secretary/Business Administrator
Marshal D. Conklin
Assistant Superintendent of Schools
Glenn W. Morgan
Director of Special Projects
Susan A. LeGlise
Coordinator of Special Services
Aileen Marino

MEMBERS OF THE BOARD OF EDUCATION
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Paul G. Edelson, Vice President
Janice A. Carpentier
Edward G. De Noble
Barbara G. Gould
Teresa V. Patterson
Dr. Joel Shappirio
Anne M. Tilton
Dr. Carney A. Vetrano
Kelly Rose, Student Representative

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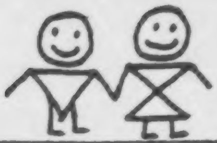
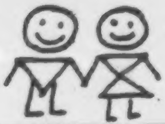
APPENDIX B

Testing Materials

OCCUPATIONAL CHECKLIST

1. Doctor
2. Dentist
3. Teacher
4. Police Officer
5. Fire Fighter
6. Pilot
7. Babysitter
8. Truck Driver
9. Dancer
10. Carpenter
11. Lifeguard
12. Bus Driver
13. President
14. Plumber
15. Housekeeper
16. Principal
17. Nurse
18. Baker
19. Librarian
20. Secretary
21. Homemaker
22. Artist
23. Pharmacist
24. Athlete
25. Butcher
26. Auto Mechanic
27. Fashion Designer
28. Musician
29. Engineer
30. Store Owner
31. Disc Jockey
32. Clown
33. TV Newscaster
34. Ship Captain
35. Judge
36. Chef
37. Architect
38. Farmer
39. Newpaper Reporter
40. Telephone Operator
41. Accountant
42. Florist
43. Miner
44. Chemist
45. Bricklayer
46. Welder
47. Chauffeur
48. Factory Worker
49. Referee
50. Veterinarian

STUDENT FORM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OCCUPATIONAL CHECKLIST

FOR LOW LEVEL STUDENTS OF ESL

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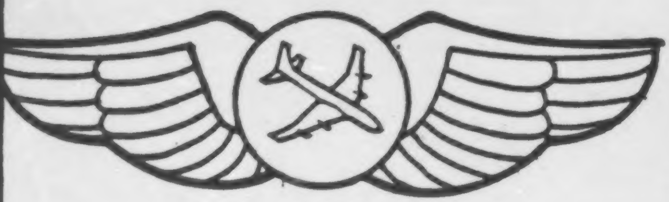

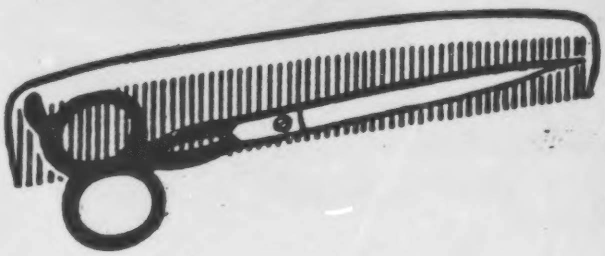

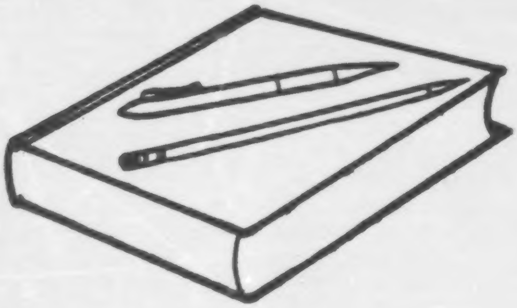

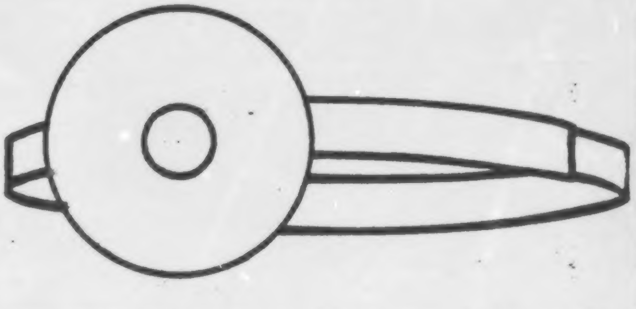

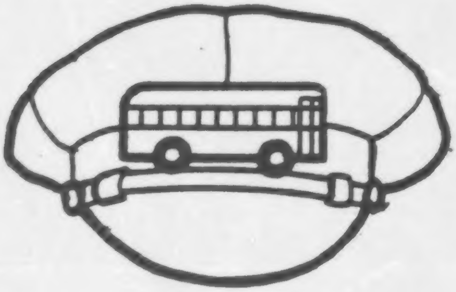

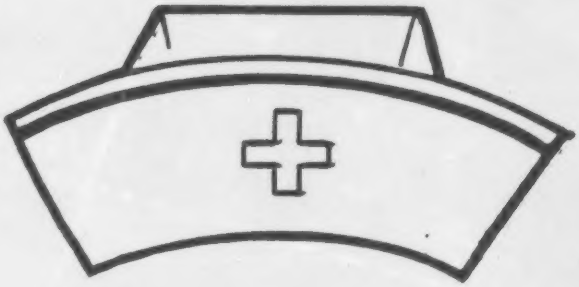

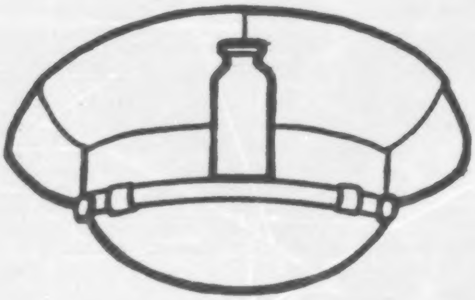

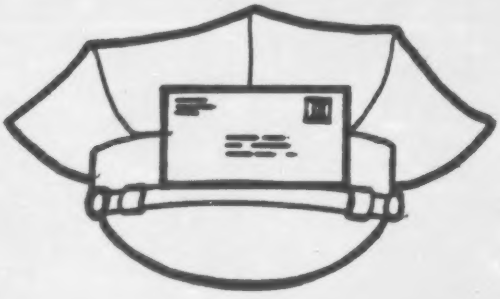

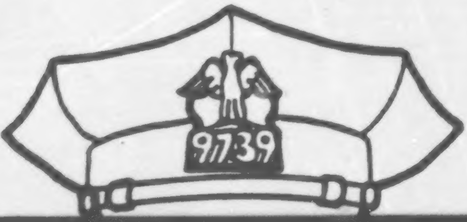

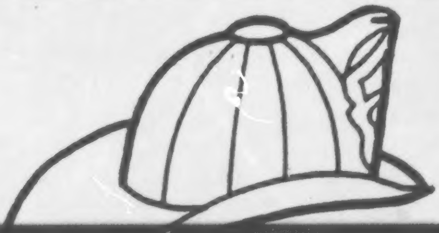

RECOGNITION OF OCCUPATIONS

1. doctor__________________
2. dentist_________________
3. police officer__________
4. mail carrier____________
5. nurse___________________
6. firefighter_____________
7. pilot___________________
8. bus driver______________
9. cashier_________________
10. teacher_________________
11. mechanic________________
12. carpenter_______________
13. clown___________________
14. florist_________________
15. disc jockey_____________
16. fashion designer________
17. violinist_______________
18. astronaut_________________
19. ship's captain____________
20. bookkeeper________________
21. fisherman_________________
22. plumber___________________
23. painter___________________
24. electrician_______________
25. meteorologist_____________
26. keypunch operator_________
27. coach_____________________
28. chemist___________________
29. secretary_________________
30. homemaker_________________
31. artist____________________
32. chef______________________
33. farmer____________________
34. hair stylist______________

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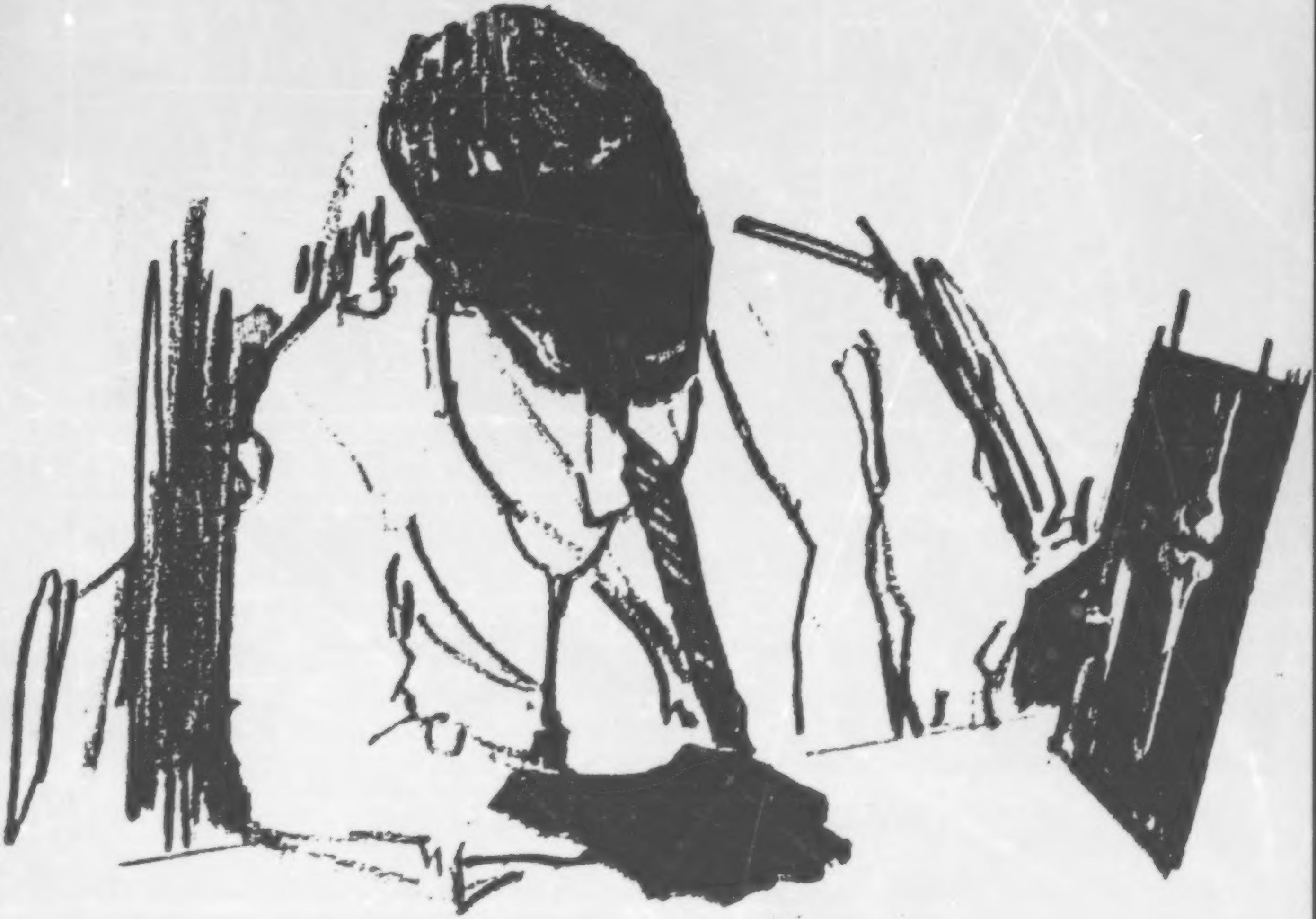

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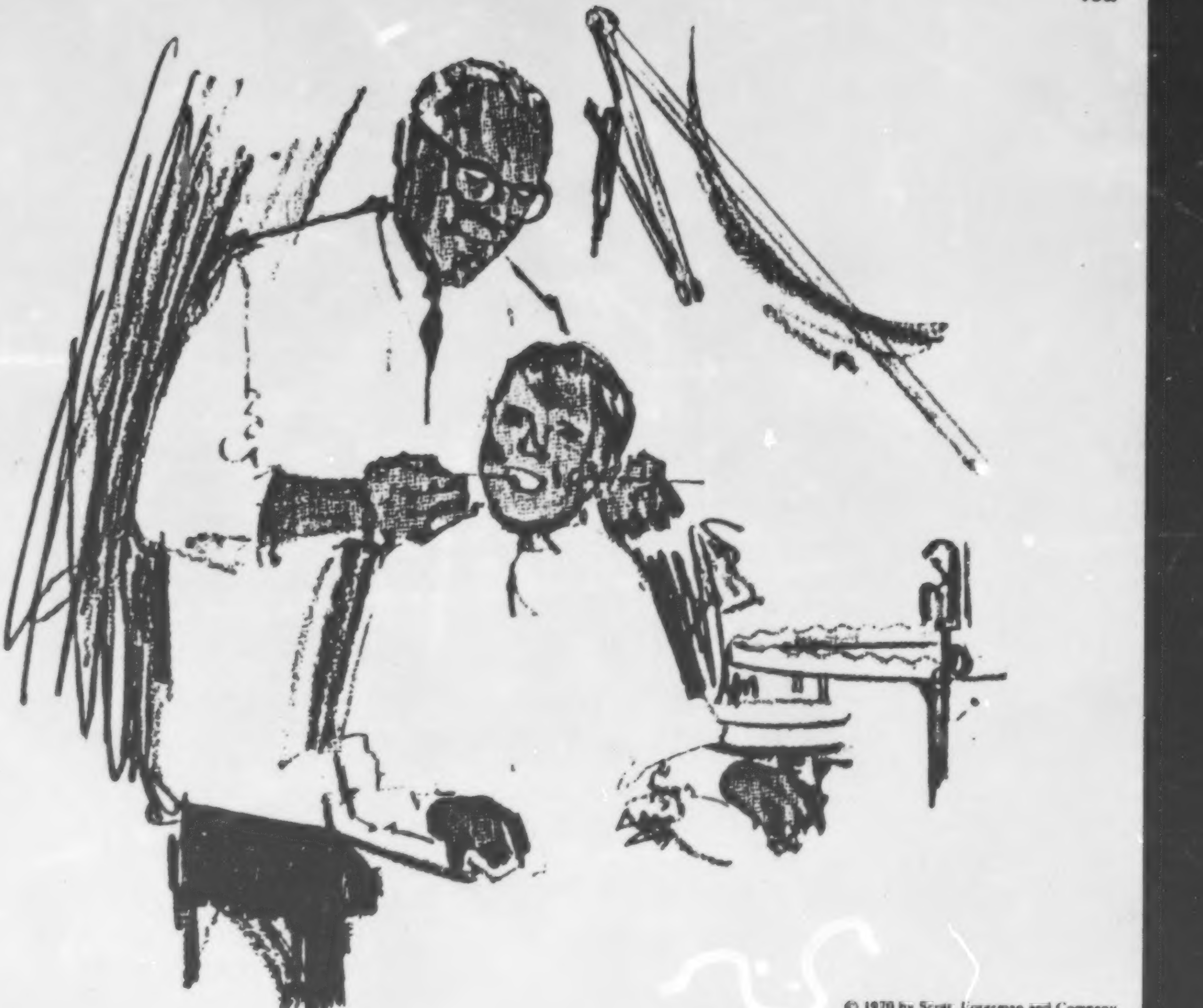

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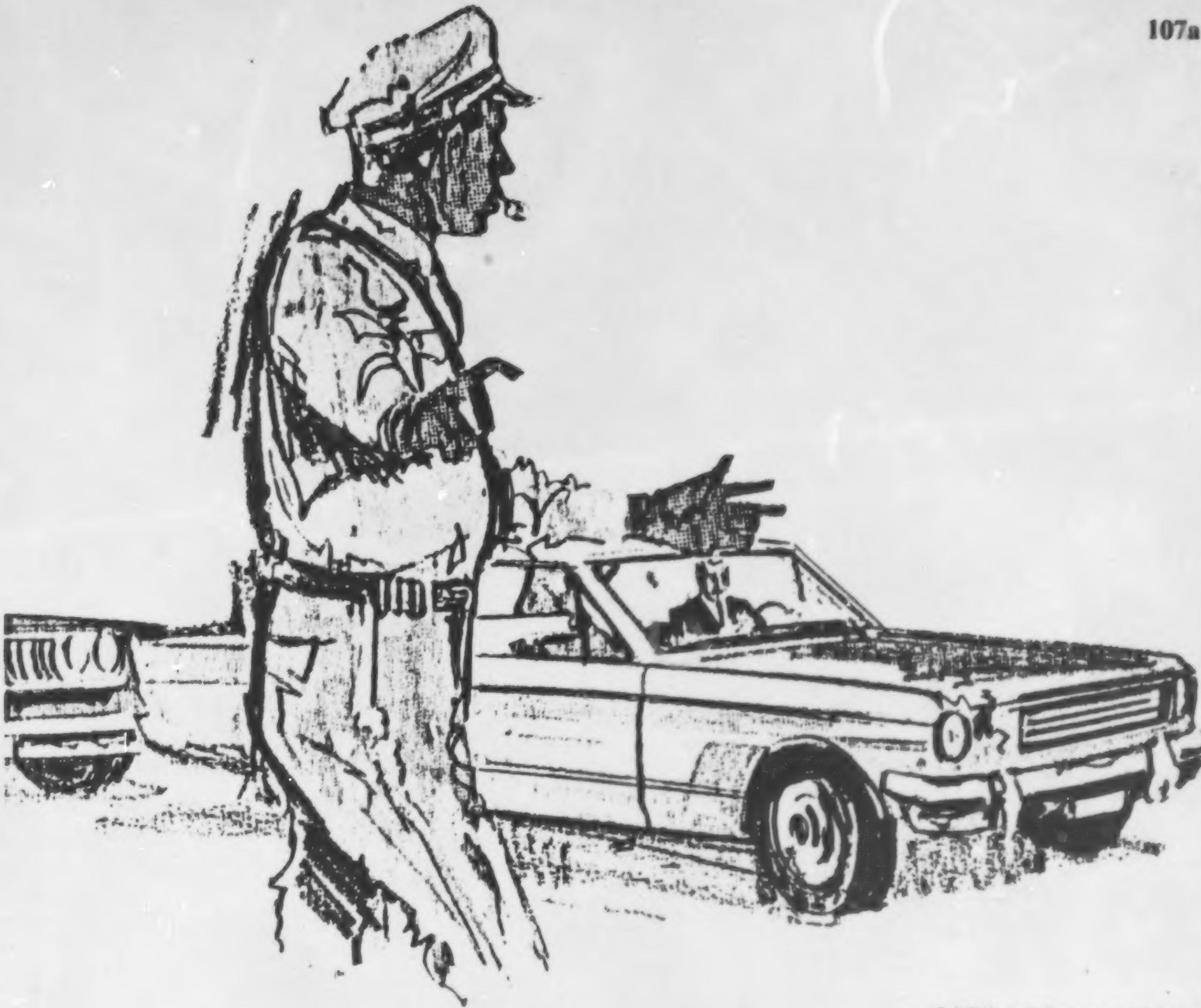

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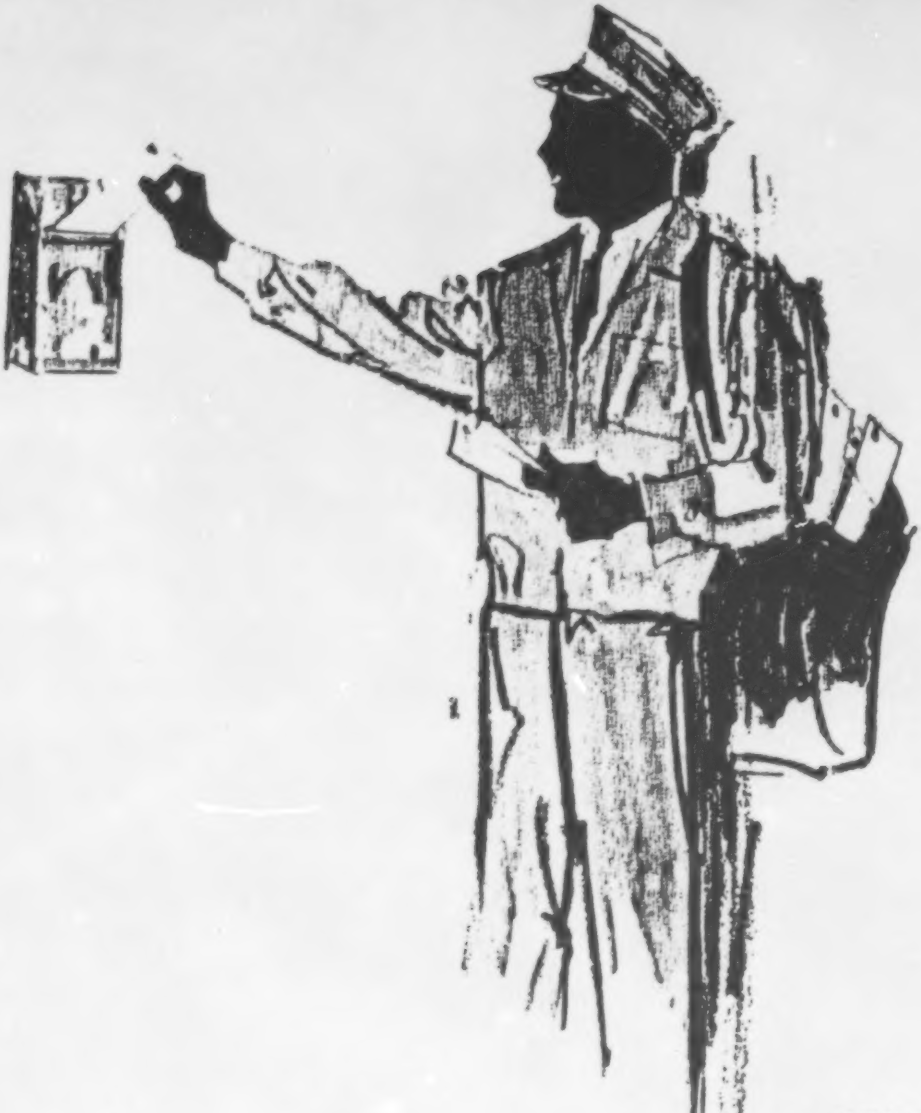

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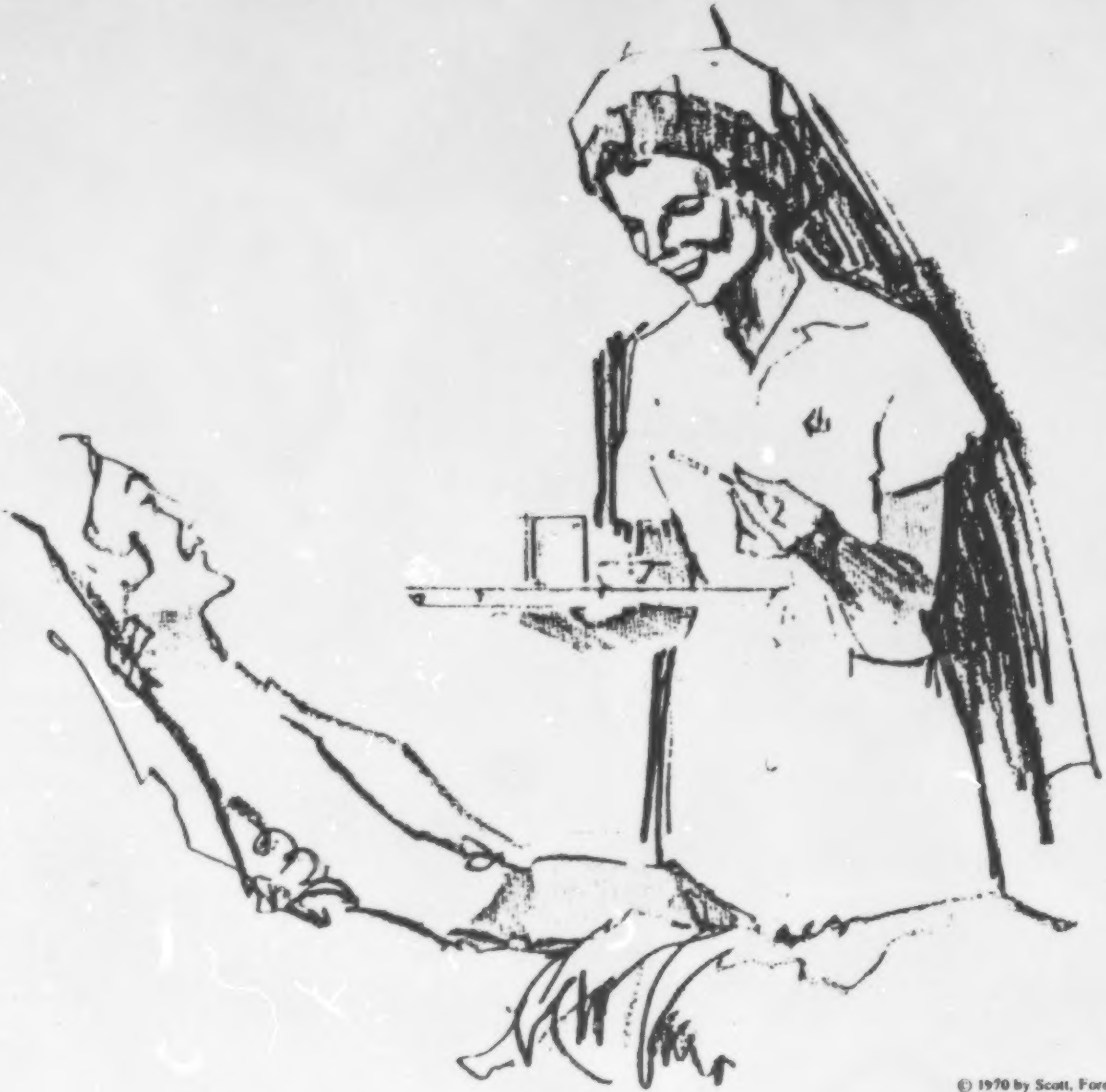

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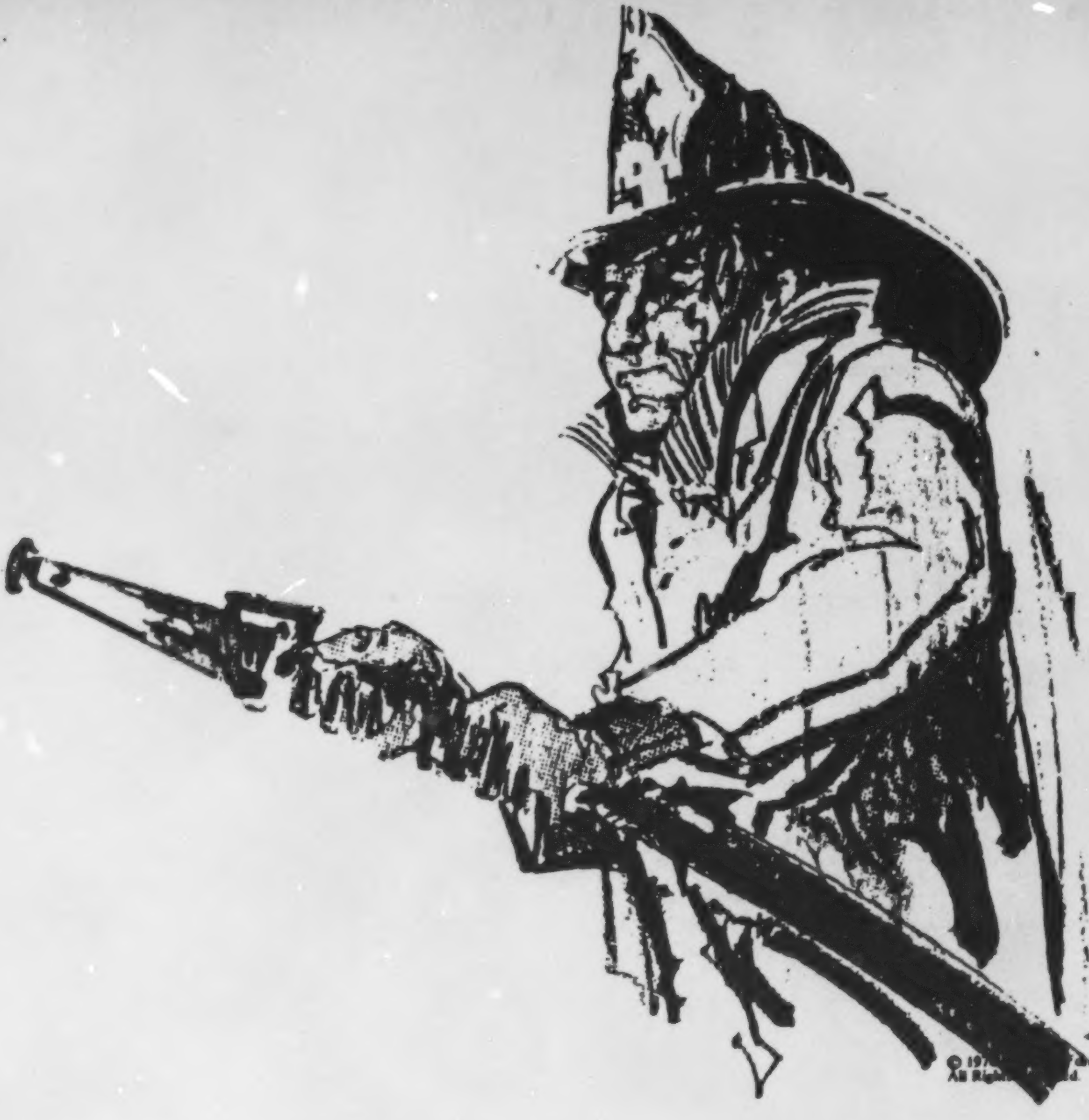

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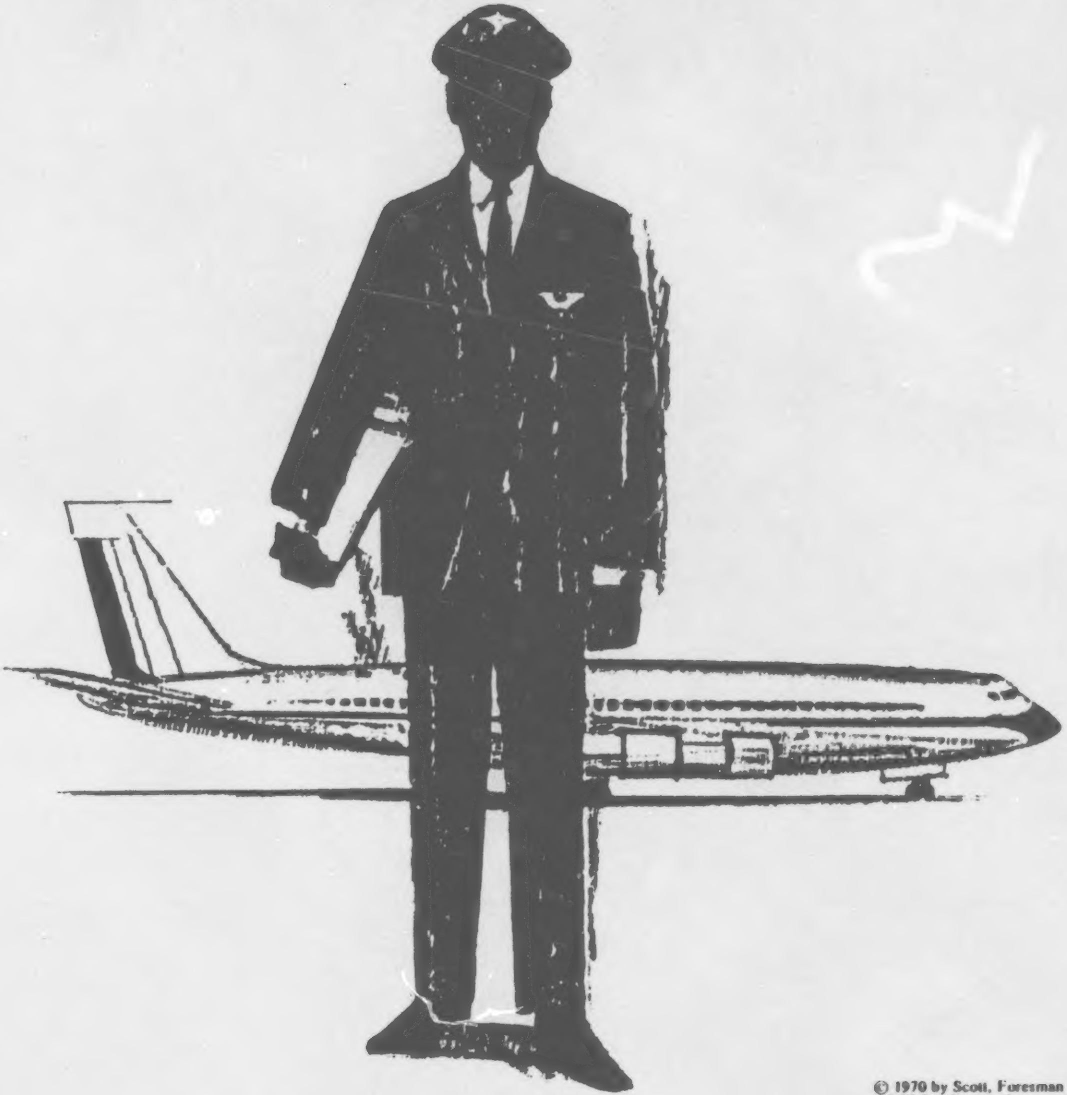

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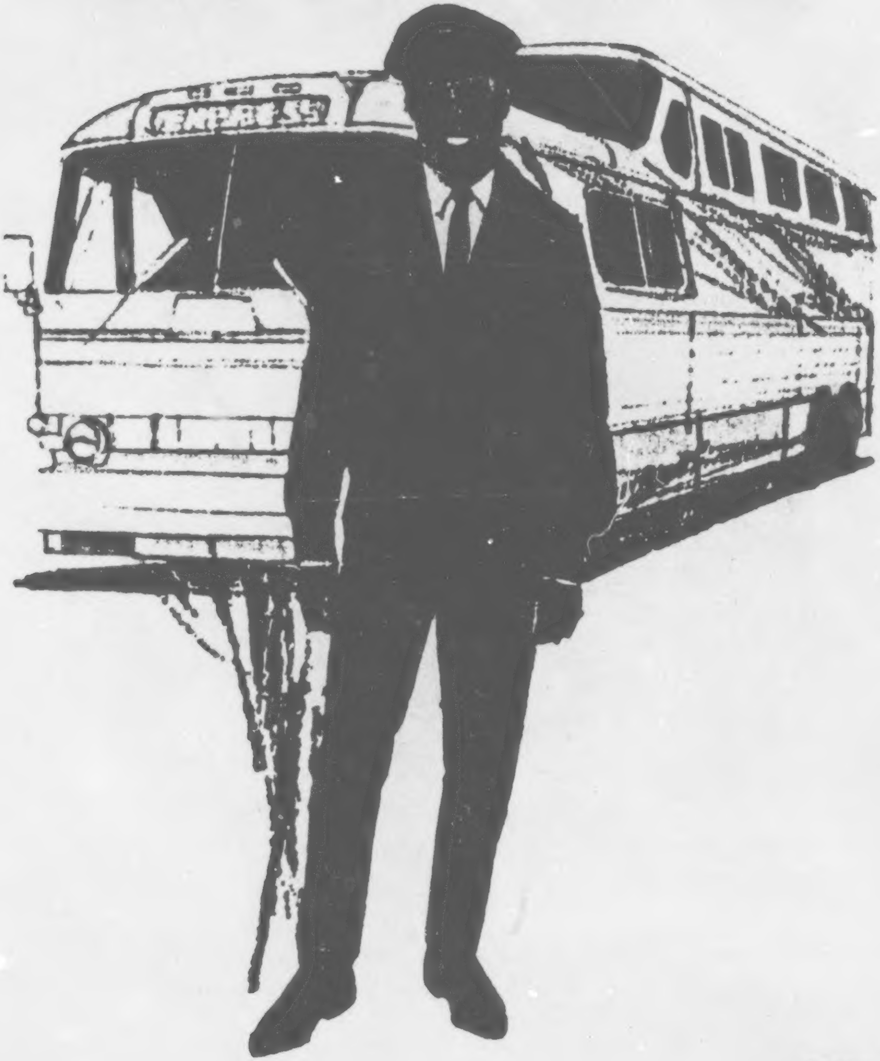

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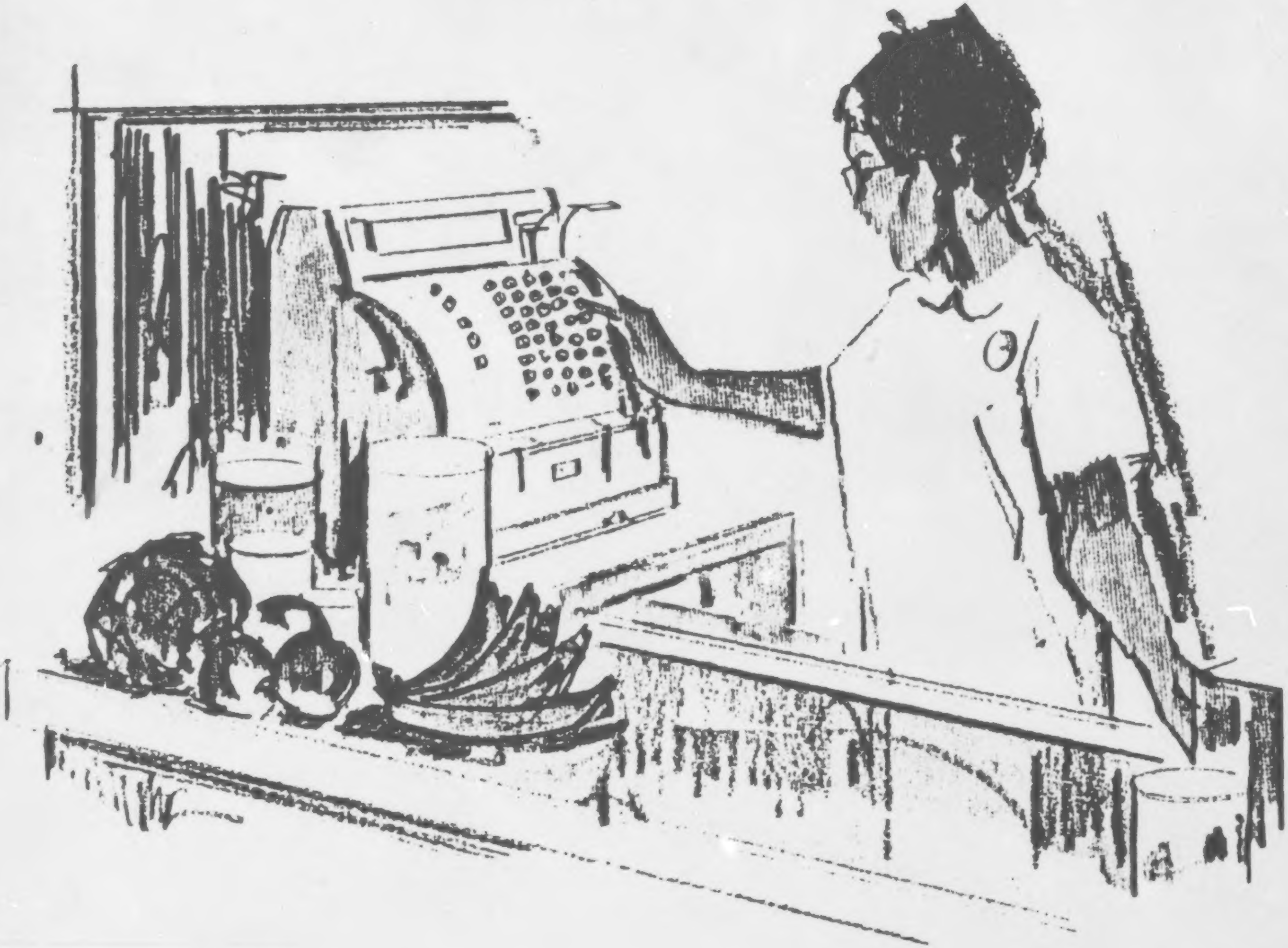

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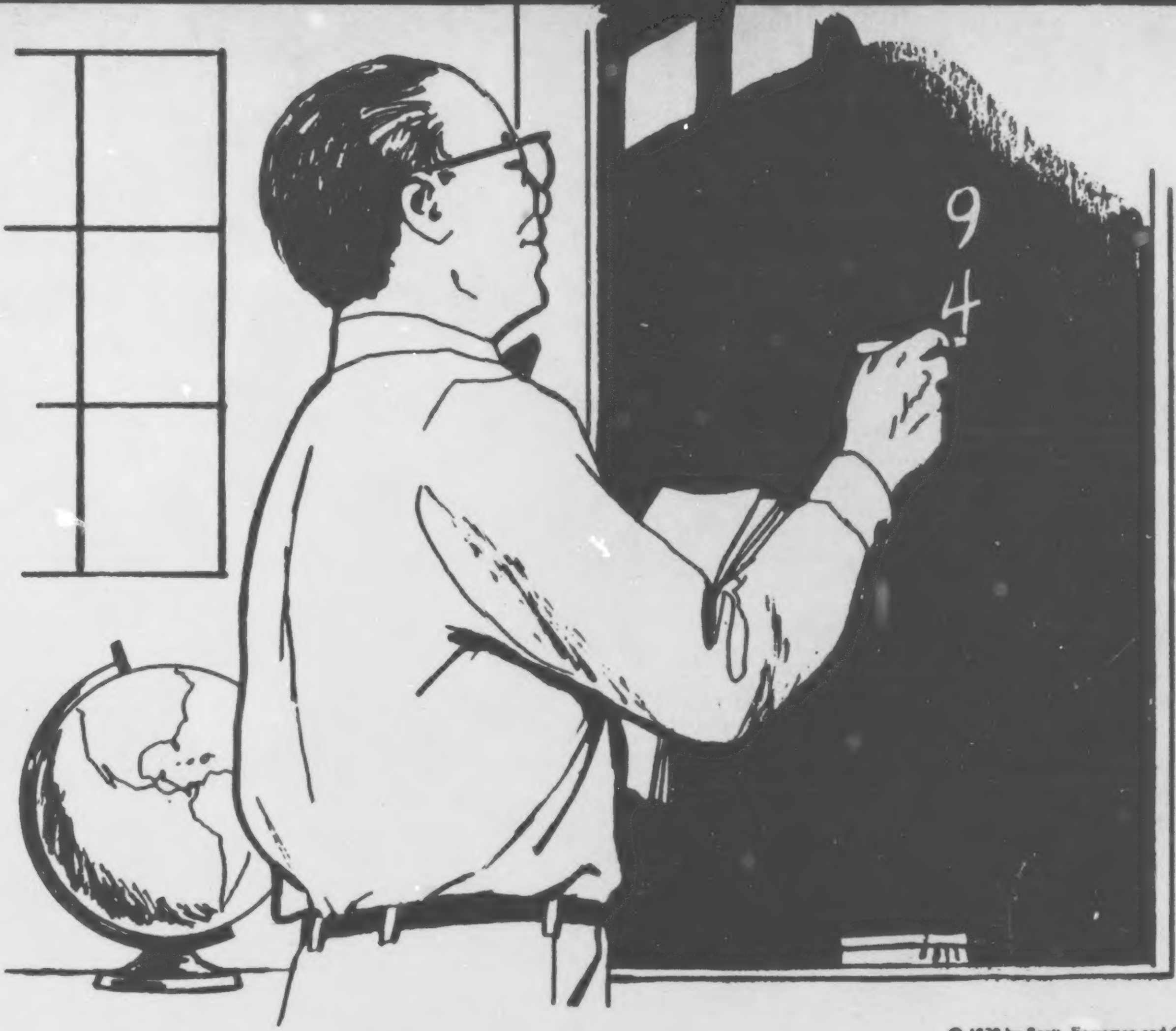

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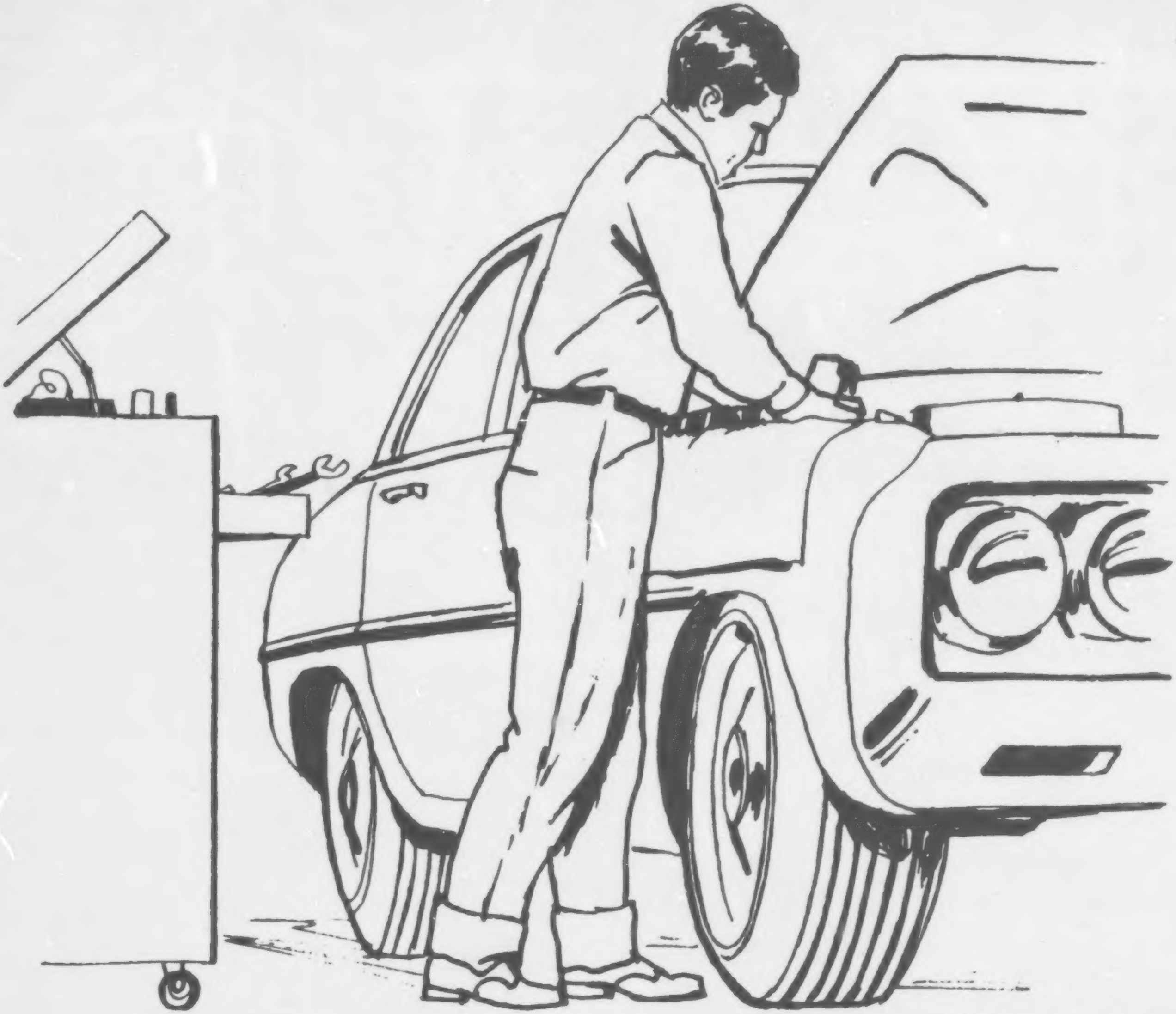

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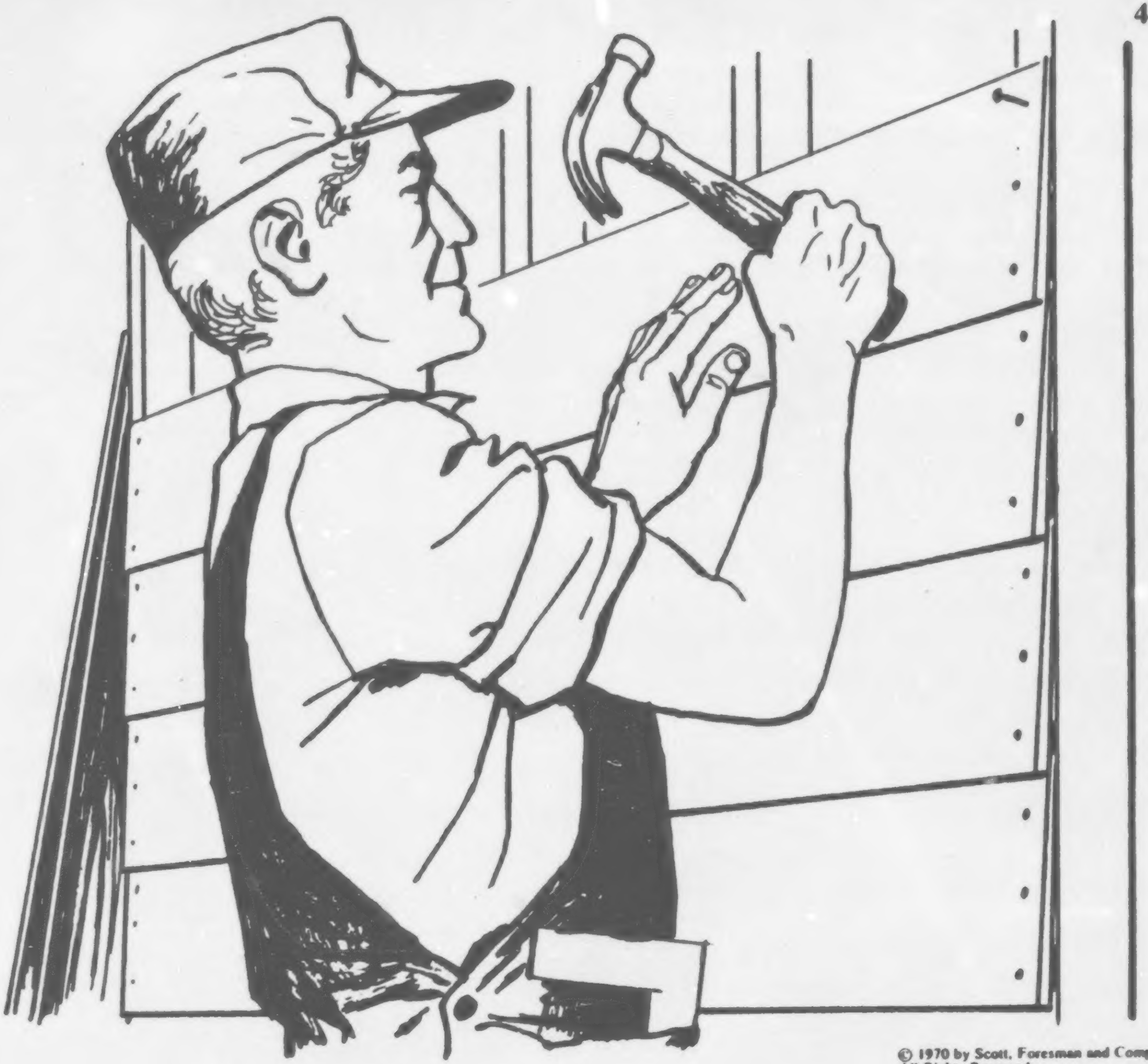

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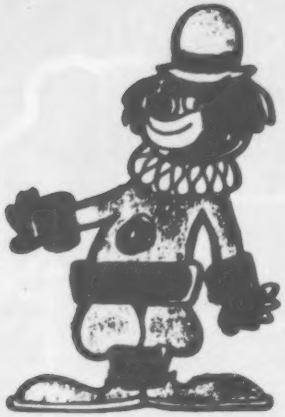

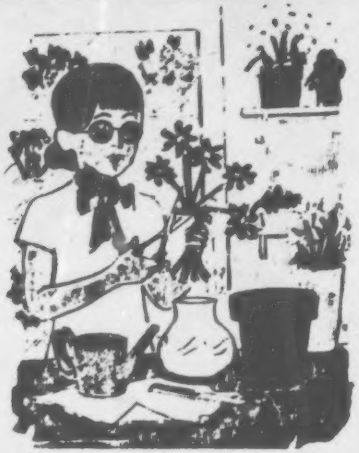

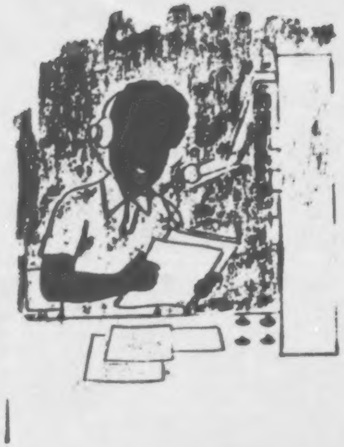

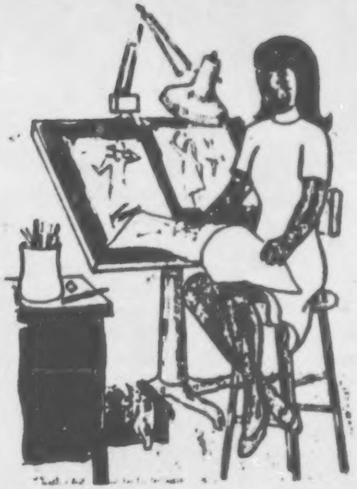

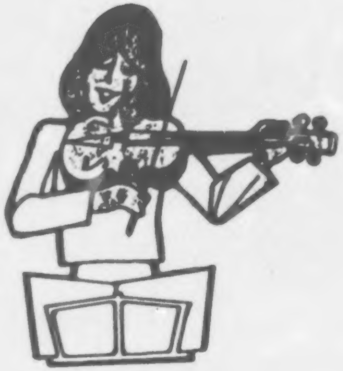

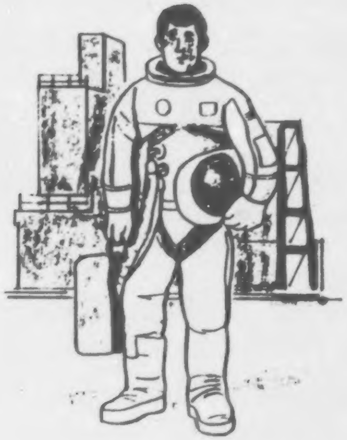

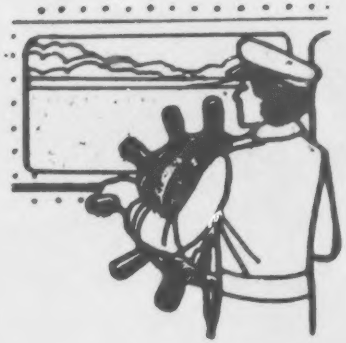

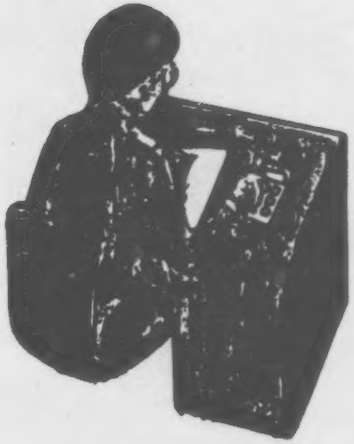

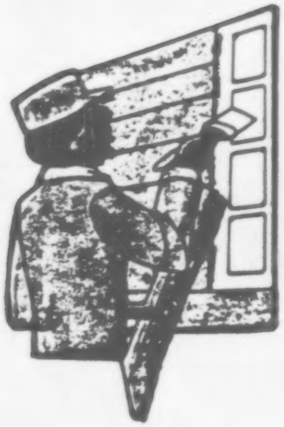

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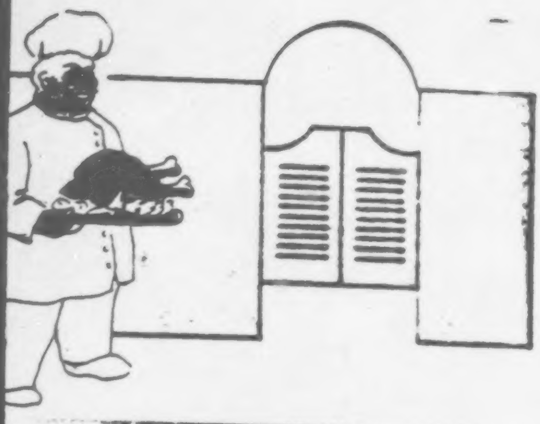

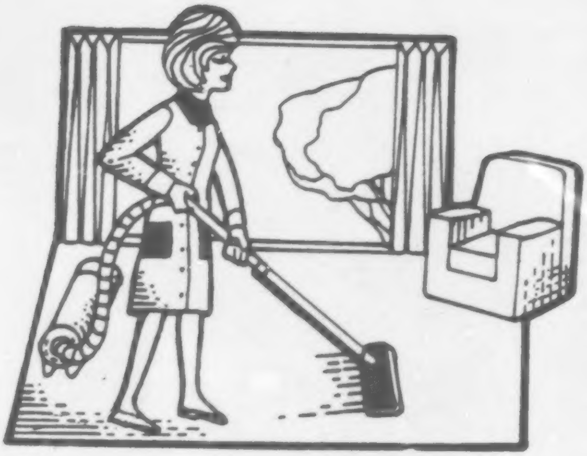

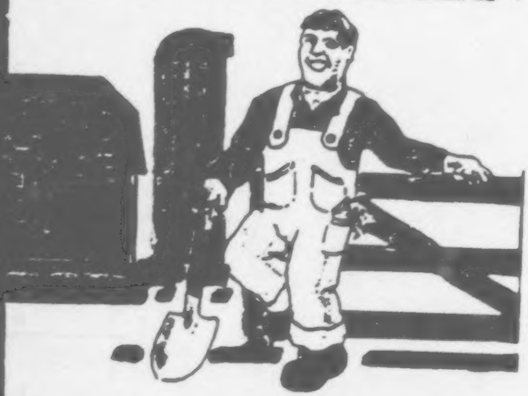

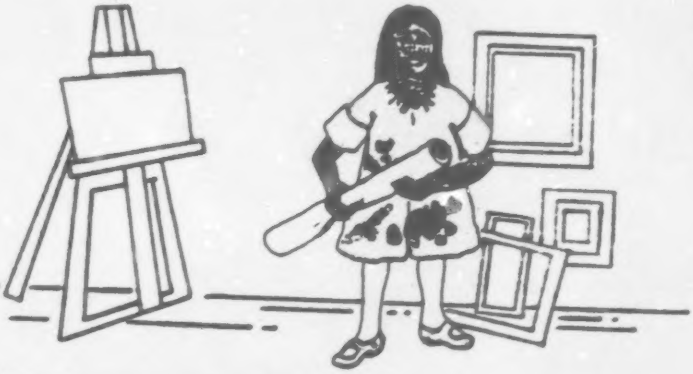

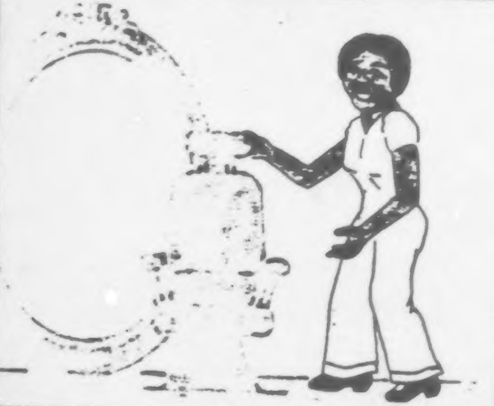

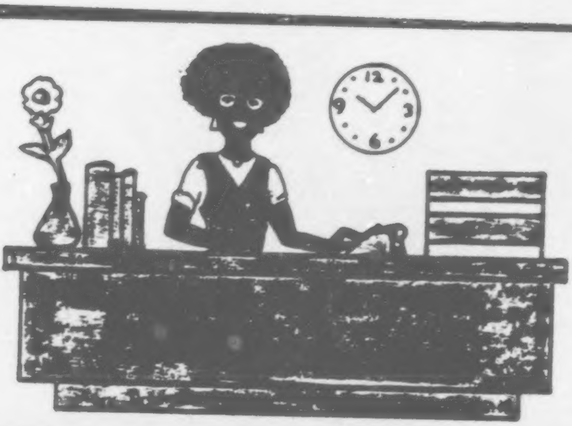

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APPENDIX C

Slide Presentation Script

Township of Ocean School District

"Career Awareness for the Limited English Proficient"

Slide Presentation

Slides 1 - 2	This project, Career Awareness for the Limited English Proficient, was made possible by a Vocational Education grant from the New Jersey State Department of Education, Division of Vocational Education and Career Preparation. The purpose of the program was to introduce limited English proficient students to career awareness, the world of work, non-traditional role models and the interdependency of all workers. This was accomplished through the use of English As A Second Language techniques and vocational education materials.
Slides 3 - 5	In general, the project goals also included developing students' appreciation and respect for their bilingualism and biculturalism, for their individual interests, talents and abilities and for the dignity of work.
Slides 5 - 7	The freedom of choice and the personal responsibility one must take for one's decisions were also highlighted.
Slides 7 - 9	As you will see, the students were very receptive to the program and their enthusiastic feedback make the project delightful and a rewarding experience. There were many and varied types of activities implemented during the program. We would like to show you some of the ways by which children learned of themselves and others while studying English skills.
Slides 10 - 11	Here, some youngsters are manipulating flannel board figures of workers and their tools.
Slides 12 - 13	The children were extremely enthusiastic about involving themselves with the Lollipop Dragon and the world of work in Tum Tum. The kindergarteners are placing the workers where they belong in the village.
Slides 14 - 15	Also from Lollipop Dragon, a game in which a product had to be matched with a place of business combined language skills

	with motor coordination.
Slides 16 - 17	Wooden figures of professional people provided the students with various opportunities to learn of workers while building speaking skills.
Slide 18	There were times when independent study was appropriate to reinforce specific skills.
Slide 19	Here one of the children is cutting and pasting career pictures that she especially likes. She will be given the correct English words for her favorite things.
Slide 20	Posters were utilized to exemplify the richness of job opportunities. The students indicated the jobs they would most enjoy.
Slide 21	Table games provided the youngsters with stimulating ways in which to learn of jobs and job responsibilities.
Slides 22 - 24	A positive self-concept is vital to each student. To promote this type of thinking, students were directed to find wonderful descriptive words that began with the letters of their names. These were hung in the ESL rooms for the projects duration as positive reminders.
Slides 25 - 33	Student booklets in which they recorded facts about themselves, including their likes and dislikes, hopes and fears were an integral part of the self-awareness program.
Slides 34 - 40	One special activity that our students enjoyed immensely was occupational role-playing with career puppets. The puppets were chosen for their appeal as well as for their multiethnic characteristics and their lack of sex-role stereotyping. The students enjoyed expressing themselves through the colorful puppets by explaining their particular careers and the responsibilities inherent in the profession. Also, the students dealt with the interdependency of workers by using the puppets.
Slides 41 - 44	Cooking is a great learning activity for teaching many job skills and showing the independency of workers. It also gives the students ample opportunity for how to give and follow directions.

We placed a recipe on separate strips of paper and each student had a "job" to read for a partner to perform. After baking, the selling of the cookies is a great way to introduce students to marketing.

Slides 45 - 61 Our students made "All About Me" figure collages to promote self-awareness. They placed pictures on their figures that expressed themselves and their future aspirations. This activity not only develops vocabulary, but also brings forth the concept that not all people have the same likes, goals and feelings.

The secondary students had an additional activity of tracing and painting their own faces on their figures. As you can see, some are quite realistic!

Slides 62 - 67 Ethnic Hertiage Night is our annual festival for the L.E.P. parents, students, administrators and the general community.

This year we combined our festival with our career awareness program. The students' "All About Us" figures were displayed for the parents and guests to observe. Also, we presented a slide program of our students working on our career awareness activities.

Later, we were graciously entertained by two talented dance groups. We all enjoyed the delicious international buffet provided by the parents and a recipe book was distributed with the recipes so that families could enjoy our district's "international flavor" at home!

Field trips were taken to have students become more aware of their community, of different careers, and of career responsibilities.

Slides 68 - 70 Here our students are seen outside the Contintental Bakery. We were not allowed to take pictures inside; however, the trip was a stimulating experience for everyone. The children and parents observed the sequence of activities in a bakery from raw materials to finished product. They even received samples of the products!

Slides 71 - 76 During a trip to ShopRite, the students had a "behind the scenes" look at the operations of a supermarket. They observed both men and women fulfilling the same job positions and also learned to be more educated consumers.

Slides 77 - 79 It was crucial to the program that students have contact with positive role models. We searched for those who could fulfill this need. Ideally the speaker would be from a minority culture, be a former (or current) L.E.P. student, and have pursued a career considered non-traditional for their gender.

Dr. Hayat Hubbi, a pediatrician from Syria, now practicing in the United States graciously consented to be interviewed by the pupils. The interviewers were intrigued and impressed by the doctor's answers to their questions and by her demonstration of the tools of a doctor's trade.

Dr. Alan V. Bornstein, a psychologist, both informed and delighted the children by talking of his work and demonstrating self-hypnosis. As one of his associates is a former L.E.P. student, Dr. Bornstein stressed the benefits of being bilingual in the field of psychology.

"Career Awareness" has been an outstanding way in which Limited English Proficient Students from the Township of Ocean School District were not only introduced to career opportunities, but in which they developed self-awareness and learned English.

The District is greatly appreciative of the support of the Division of Vocational Education and Career Preparation. The Directors are looking forward to expanding this segment of the English As A Second Language Program in the years ahead.